

**Learning
English**
is



FUN

[Through Games]

MRS. S. SIDHU

1c
**LEARNING ENGLISH
IS
FUN
THROUGH GAMES**

MRS. SAVITRI SIDHU



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FOREWORD

Children differ enormously in their ability to perform various types of mental tasks. Some have much larger vocabulary and are ready to use language skills sooner than other children. Children who are deficient in vocabulary need to be provided with experience which may enable them to enlarge their vocabulary. This small publication makes an admirable attempt to expose the students to varied situations and enable them to learn to wield language as an effective tool. Some of the games provide opportunities to the children to develop primary mental abilities for languages skills while other games present more advance and complex exercises to develop and consolidate the language patterns learnt.

The vocabulary games given in this book aim at the children's comprehension level rather than being limited to their speaking vocabulary. Children are like adults in their ability to understand a great many more words than they use in their speech. Research has amply shown that number of words they apprehend is much larger than had been previously supposed.

Pictures in this book represent various interesting objects and ideas which can assist the children to acquire and assimilate new vocabulary, new concepts and also to provide training for various mental abilities such as verbal meaning *i.e.*, ability to understand ideas expressed in words and pictures ; the ability to think about the objects and words in two or three dimensions ; reasoning

i.e., ability to solve logical problems; quantitative ability to observe pictures rapidly and accurately ; word fluency *i.e.*, the ability to write and talk easily; memory *i.e.*, ability to recall experiences and associate them meaningfully in asking problems and lastly preception *i.e.*, ability to recognize similarities and differences between objects accurately and quickly.

The book presents practical situations in which special thinking is important to our young learners. It provides reasoning opportunities for the development of reasoning ability, generalization of specific observations and conversely an application of a generalization to a specific language situation shown in the games. A problem solving attitude is fostered in the young children by putting them in situation where they have to use their deductive reasoning.

The contents of the books have been put to a fair trial by the author before finalising the manuscript. This is, indeed, the uniqueness of this publication. I have no doubt that this publication will be welcome to the readers. While closing this foreword I take this opportunity to express my deep sense of appreciation to the author who has opened new avenues for making teaching-learning process more effective.

D. S. RAWAT

I/C Head, DPPE, NCERT

INTRODUCTION

"Language completely interpenetrates direct experience."

—*Sapir*

It is through language that an individual gives expression to his thoughts and feelings; communicates with other members of the community; learns from the experiences and legacies left by his predecessors and also makes his own contribution to the growth and accumulation of knowledge and thus leaves the heritage for prosperity. That a school child in our times has more scientific knowledge than the great scientists of earlier centuries did, has been possible only on account of the heritage of cumulative knowledge handed down to us, through language. We cannot over-estimate the role of language in human life and growth.

The spectrum of knowledge is vast and varied. The student, therefore, should be exposed to as many different situations of the world around, as possible, so as to enable him to wield language as an effective and meaningful tool.

This small book is an attempt to provide some such situations in an interesting and novel but stimulating and realistic manner.

Games and competition have their own place in education. Games are a fun, an enjoyment. Competition provides a thrill and excitement inherent in a challenge.

The games presented in this book are based on different facets of the English language: vocabulary—

the meanings, usage, and spellings of words ; and sentence patterns—the rules of sentence-building (syntax) and phonologically and morphologically correct forms of sentences. They have been so designed and illustrated, as to be beneficial to students learning English both in the English-medium and the vernacular-medium schools ; and teacher-trainees and teachers. They can be played by an individual, a group or even by the whole class. However, the linguistic and thematic appropriateness will have to be considered while selecting the games for a particular student or a group.

The primary function of these games is to provide practice in pattern and lexis. They provide enormous motivation and enthusiasm and stimulate the imagination of the student, they throw a challenge which he can take up joyfully. They also manifest 'out-of-classroom' situations, emphasise modern English usage and help deepen his insight into the behaviour of the language. None of the games is stereotyped or mechanical—each game rouses a fresh curiosity, whets it by appropriate pictures and provides ample scope for creativity. They can also enable a student to imbibe the useful habit and skill of consulting reference books and dictionaries.

Most of these games have been tried out in schools. They have been found very useful and made both learning and teaching lively.

Comments and suggestions of the readers would be highly appreciated and may be made use of in the succeeding edition.

SAVITRI SIDHU

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PART I

VOCABULARY GAMES

PART I

Vocabulary Games

1. Here you see a picture of a turkey. Discover 20 more things from this picture which begin with 'T'.



2. Start from any letter and move to the next letter in any direction. By so doing spell 15 words that will rhyme with sound 'ay' e.g. 'Play'.

A	T	D	O	T
S	P	R	B	R
P	L	A	Y	E
L	S	W	L	H
T	E	I	G	W

3. Unscramble each group of letters to spell four things in the picture.

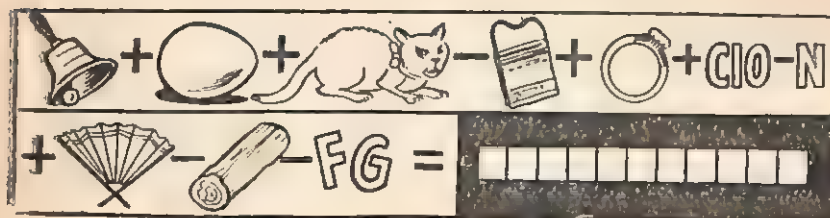
- (i) LLAROC
- (ii) EUCTRIP
- (iii) RRNAEIG
- (iv) ECNHKCI



4. Use up all the letters below to spell three words that sound the same but have different meanings :

A A A
P P P
R R R
E E I

5. Add and subtract the given letters and also the letters needed to spell the names of the pictures as indicated by the plus and minus signs. The remaining letters will spell for some type of technicians.

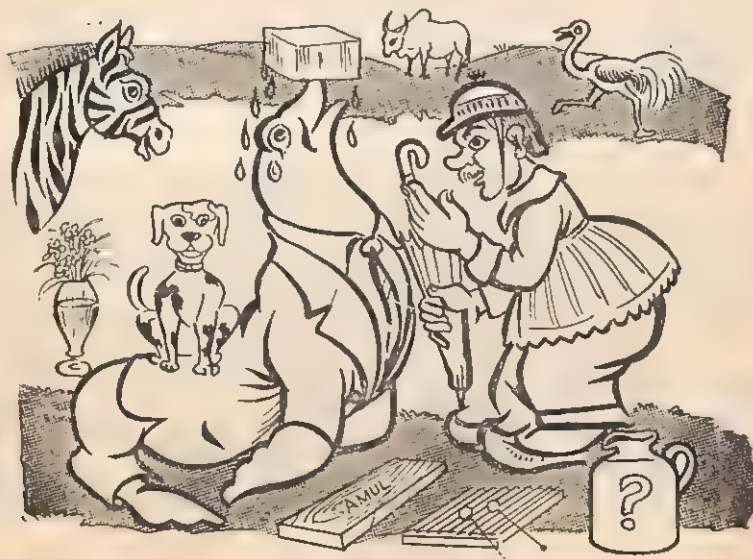


Bell + Egg + Cat - Bag + Ring + CIO - n + Fan
- Log - FG.

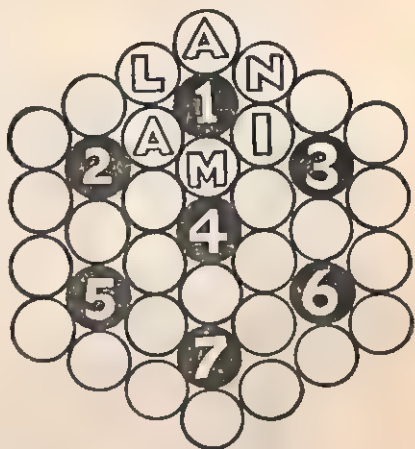
6. Try to find 20 things in this picture that begin with the letter 'W'.



7. Find out 26 things in this picture that begin with each of the letters of the alphabet.



8. Each number in the following illustration is surrounded by a six letter word which may read around to the left or right with a letter in each circle like the word ANIMAL in circle No. (i). Write down six words to suit the following definitions.



(ii) A season.

(iii) To stab.

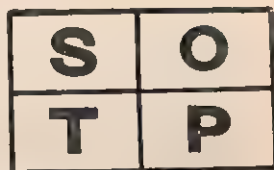
(iv) A part of the body.

(v) A placard posted in some public place.

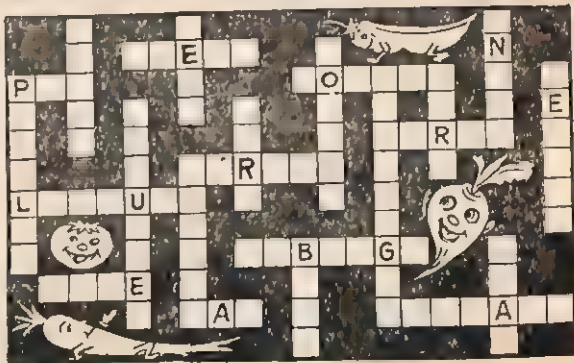
(vi) Spins.

(vii) To burn slightly.

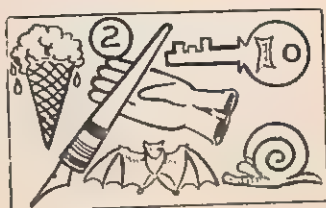
9. Spell out five four letter words by moving from one letter to another letter in any direction.



10. Write the names of at least ten vegetables in the boxes reading across or down as in a cross-word puzzle.

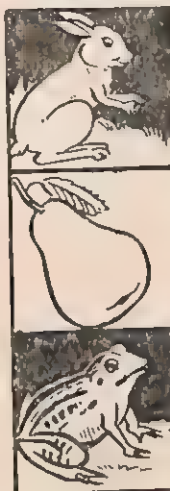


11. Find six objects in box No. 1 that will rhyme with six words in box No. 2.



12. First find out the correct names of these six four-letter pictures. Then codify the letters in the names to the numbers shown below. Write the codified numbers and add them. See if you arrive at the correct answer which is 26135.

TSRPOHEDA
1 2 3 4 5 6 7 8 9



26135

13. Complete the cross word puzzle.

Across—1. A colour.

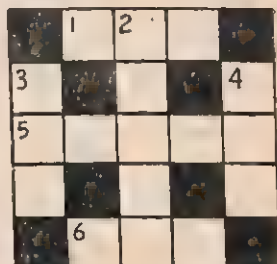
5. An adhesive mixture

6. Sick.

Down — 2. Folding frame for holding picture.

3. One who watches others secretly.

4. Marry.



14. Draw three straight lines in the box, so as to have three letters on each of the lines.

A	B	D
E	G	H
E	K	C

15. Can you change one letter in the words given here to spell three other objects which are used in school.

PLATE
PAN
BIB.

16. Change 'SLOW' to 'FAST' in eight jumps. Substitute one letter to form another word in making jump.



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____



17. Complete the following addition. Then substitute the numbers in the answer to the corresponding numbered letters as is the code given below. If your answer is correct, the translated letters will spell vegetable.

4	2	9	2	9	6	5	4	3	8
5	7	0	8	6	3	0	2	8	7
5	3	2	4	4	3	2	1	2	4

C—1
L—2
U—3
E—4
A—5
I—6
O—7
W—8
R—9
F—0

Answer → _____
Vegetable → _____

18. Spell any ten two-letter words by using up the ten letters given below :—

A E H N I O S T U X.

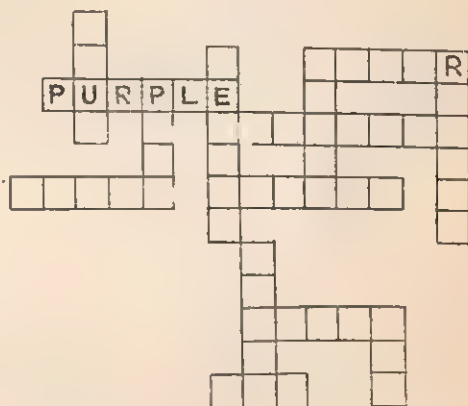
19. Use the letters in AUTUMN to spell a relative, a fruit, an insect, a colour and a fabric for wiping feet.

20. What animals are suggested below like the example "Bear" in the 1st case :—

1. A word meaning empty.....Bear. (Bare)
2. To direct the course of a vehicle
3. A slender outgrowth of an animal.....
4. To pierce hole.....
5. A rough voice as effected with cold.....
6. To butt against violently.....
7. Costly.....
8. A sailor's food.....

21. Name 13

more colours in these squares. Purple gives you a start. You can read across or down as in a crossword puzzle.



22. Unscramble each group of letters to spell six flowers :—

1. LITUP.
2. SNAPY.
3. MADOGIRL.
4. AHA LID.
5. DOFFALIDS.
6. HIT CAN HY.

23. Find atleast three things in this picture which will start with each letter in the word 'SPRING'. Four things for 'S' have been given below as an example.

S—squirrel, stool, snail, shoes.

P
R
I
N
G



24. Re-arrange each group of letters to spell five 'Halloween' costumes. The first halloween costume at a clown has been illustrated.

1. W O N L C
2. H I T C W
3. P A R T M
4. H O G S T
5. N E E U Q



25. Write one or more letters over each dash to make the combined letters spell five words meaning to be happy.

1.LA.....

2.ERR.....

3.YOU.....

4.A.....

5.HEE.....

26. Add four straight lines to the seven shown below to make the combined lines spell a favourite fruit.



27. Cross word

Across : 1. A wise old bird.

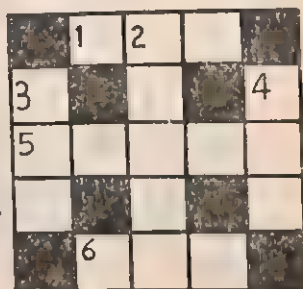
5. South American animal.

6. Honey producing insect.

Down : 2. A large water-animal.

3. Large deer.

4. A male sheep.

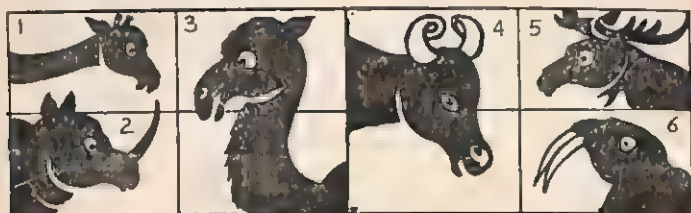


28. The numbers given below reading across represent the initial letters of the pictures indicated by the like numbers. Discover the correct initial letters under each number. They will spell out four parts of an automobile e.g. the initials of 'Grapes' (4) Apple (1).

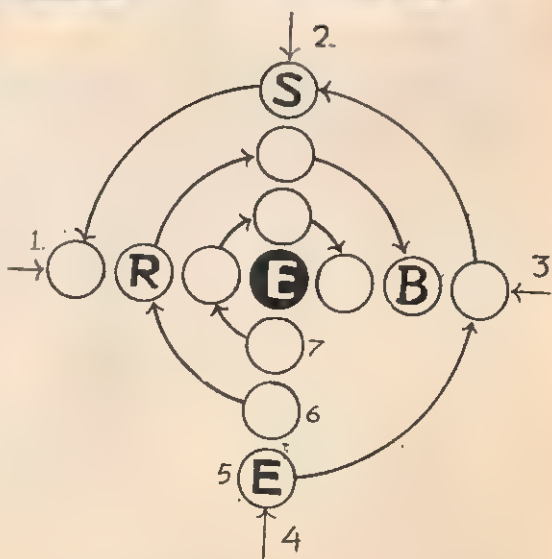


9	5	1	13	6	11
6	8	4	3	8	6
15	3	8	12	7	15
15	3	14	6	5	11

29. Recognise these animals and write their names correctly.



30. Take help from the letters given below and put them in empty circles, so that combined with those already in place, form six four letter words reading in the directions of the arrows, L A A E D I G L.



31. Find a way to write the eight letters given below in the empty boxes to make the combined letters form six three letter words reading across and down.

E A I N D E P T.



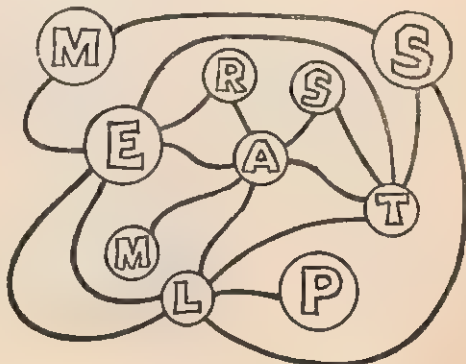
32. Each numbered square divides each octagon into four boxes. Each set of four boxes contains a four-letter word, with one letter in each box, like the word 'Hare' in Octagon No. 1. The word may start in any box and read in either clockwise or anticlockwise direction. Their definitions are 2. Bullet 3. Tardy 4. Destiny 5. The sound of an instrument. 6. Fresh information. 7. Afraid. 8. Restaurant. 9. Cicatrix.



33. Write all the words you can make out of "Tuesday". You can not make 'see' because there is only one 'e' that means in one word you cannot use any letter twice.

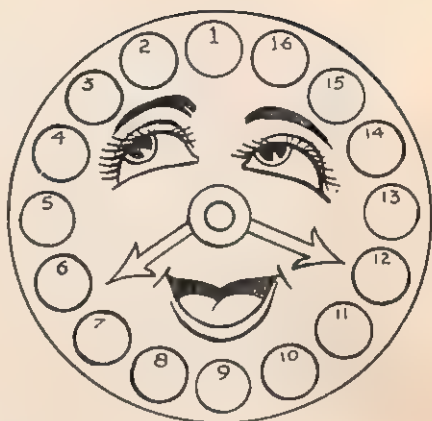
34. Start at certain letters and move along a line to the next letter to spell eight five-letter words to fit these definitions.

1. To pilfer.
2. A fixed look.
3. Water in the state of vapour.
4. A dish.
5. Slightest.
6. A thick flat piece of roofing.



7. Not freshly made.
8. A small food fish.

35. Write five words in the circle reading around to the left to fit these definitions.



- 1 to 5—compute.
1 to 7—computer.
8 to 12—a time piece.
9 to 12—to bolt.
13 to 16—intelligent.
1 to 16—anticlockwise.

36. Use the following letters to build up six words. Start with a one letter word and continue to add on either side one letter at a time to form another word after each addition.

D A B R Y N.

37. Look at the picture and find out at least twenty things which begin with the letter 'H'



38. Write an animal's name in column 1 and a bird's name in column 2 to make the combined letters. Spell five words reading across.

T	1	2	M
B			R
U			E
I			E
B			T

39. Each leaf pictured below stands for the letter over it. Print the corresponding numbered letters over the leaves given in the opposite square, to make the names of the five trees which grow in this puzzle forest.



40. Use only the letters in PARENT and try to spell six words to fit these definitions :

1. A Beverage.
2. A Vegetable.
3. A Colour.
4. An Insect.
5. Two Animals.

41. Here are the names of seven vegetables. The letters of the names are scrambled. Find out their names correctly.

1. GETPLANG
2. BAGACEB
3. PSPRAIN
4. BUMCUREC
5. CYLEER
6. LUIRACEWOLF
7. GARSPUSAA

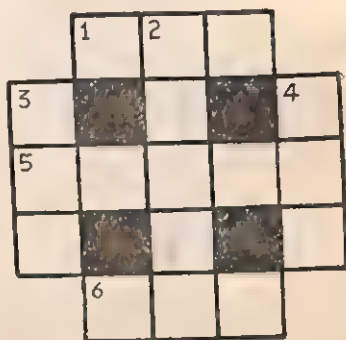
42. Complete it. Here are the directions :—

Across :—

1. A tree.
5. To put into the ground for growth.
6. A vegetable.

Down :—

2. A digging implement.
3. Any monkey.
4. Having eaten.



43. Spell fourteen insect friends by starting from certain letters and moving to the next letter in any direction.

A	W	R	N	Q	K
S	O	C	M	E	B
P	H	N	A	E	T
U	I	T	O	L	F
H	Q	S	M	R	Y
A	P	I	D	E	R

44. Write the names of seven creatures hidden below as "Cat" is hidden in "Cattle".

'The scowling boarder picked a fox glove'.

45. Write four four-letter words by using all the letters in "ME IT" to spell each word.

46. Add 12 A's in the following letters in such a way that the combined letters will spell a seven word sentence. Spread out A's any way you like.

M M P P N D K K L L
T E B N N S

47. You are required to uncover 35 or more things in the picture that end with the letter 'E'.



48. Re-arrange the letters given in the following words, conveying the message of a sign or a poster displayed for some private road.

O, Read, Sign well, Pass not.

49. Cross out some letters from the block. Those letters will spell a big animal, the remaining, ones will spell two other small animals.

F	E	O	L	X
E	P	X	H	R
A	A	N	T	T

50. Write down six words into the boxes reading across, using the letter EX in the positions shown. The definitions are :

E	X						
	E	X					
		E	X				
			E	X			
				E	X		
					E	X	

1. Clear
2. Annoyance
3. Capable of having bent
4. Adding
5. Excuses
6. Sudden loss of sensation and motion.

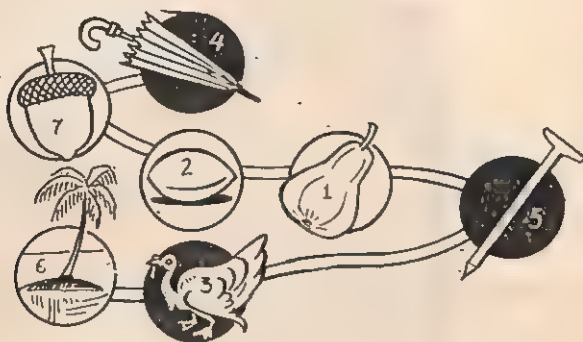
51. Start from certain letters and move to the next letter in any direction to see if you can spell ten words that rhyme with "SLATE".

G	R	S	R	E
C	E	I	L	W
R	A	T	A	M
B	D	H	S	F

52. I am one-half of "pear", one-fifth of "apple" and one-third of "cherry". What fruit am I?

53. Why can a grasshopper jump higher than the Empire State Building?

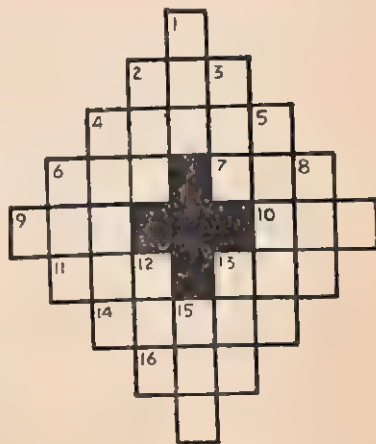
54. Re-arrange the initials of these pictures to spell a flower.



55. Complete this puzzle. Here are the directions :—

Across :

2. Deed.
4. To trim.
6. Kitchen utensils.
7. Between two nights.
9. Positive answer.
10. Encountered.
11. Number.
13. To bet.
14. A false news.
16. Beverage.



Down :

1. Frozen water.
2. Skill.
3. Man's name.
4. Puzzle.
5. Title given.
6. Fondle.
8. Still.
12. Hard shelled fruit.
15. Plural of man.
13. Serpent.

56. Here is a picture of a house. It has six things in it. Their spellings are jumbled. Rearrange each group of letters.



57. Why is a 'Bumble Bee' like a bad penny ?

58. Write a letter over each dash to make the combined letters spell two countries, a city and a fruit.

1. —A —A —A
2. —A —A —A
3. —A —A —A
4. —A —A —A.

59. What game is also an insect ?
What game is also a body of water ?

60. My dog's name is SPANIE. Try to spell twelve three-letter words by using only the letters of his name.

61. **Some Fun :**

Here is a fascinating game to play. Some letters have been given below along with the value that they carry. Find out three three-letter words. One having the

highest total numbers will be the winner. You must use all the given letters.

A=1

O=6

B=2

P=7

C=3

T=8

E=4

U=9

L=5.

62. Rearrange groups of jumbled words to spell five things that we may see in a modern kitchen.

1. MULE LION

4. I IMEX

2. CAFE TU

5. DROP CABU

3. TEST OAR

6. UMLETBR.

63. Each number given below in 'A' stands for the three letters indicated against it. Write the corresponding letters under the like numbers in 'B' to form a five-word sentence. The order of the letters should not be changed.

A

1=ayf

6=ers

2=how

7=ngM

3=ils

8=ers

4=low

9=bri

5=Apr.

B

5

3

2

6

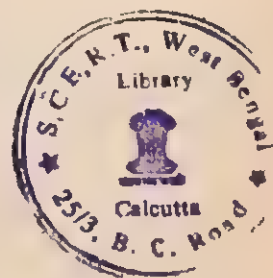
9

7

1

4

8



S.C.E.R.T., West Bengal

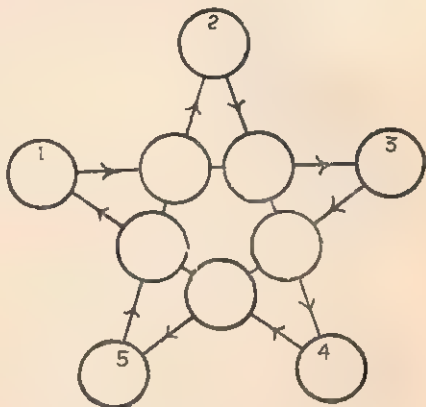
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64. Write the words in the direction of the arrows.
Here are the directions.

1. A wrongful act.
2. To let fall.
3. To sound a horn.
4. A harbour.
5. Walked on.



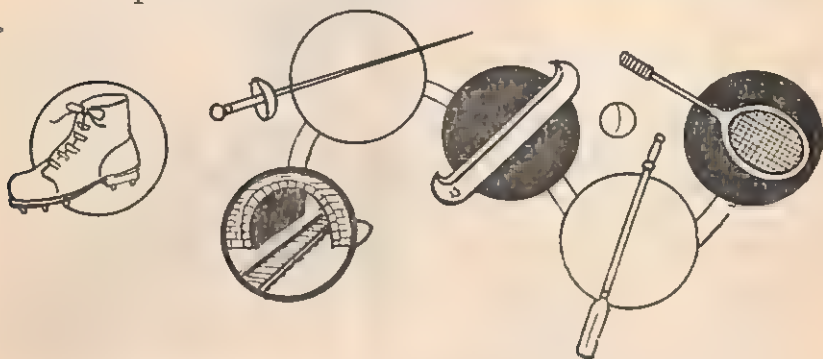
65. Try to spell at least seven words by using only the letters in the word "PLAY".

66. Cut out the following square on the vertical lines so as to make eleven strips with five squares on each. Then place them side by side to spell out a well-known proverb.

1	2	3	4	5	6	7	8	9	10	11
U	R	.	V	T	.	.	P	N	E	E
.	I	O	.	T	L	O	L	F	T	F
H	W	M	R	A	.	T	W	O	O	R
O	E	C	.	N	.	E	D	A	B	N
.	D	.	T	.	A	.	Y	.	O	.

67. I like a game, what is it ?

It spells with the initials of the following pictures :



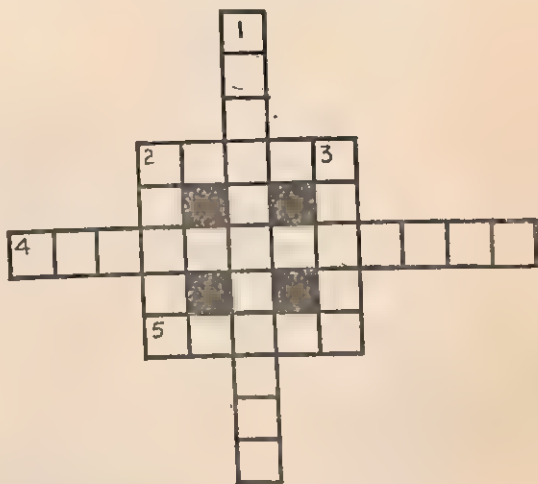
68. Complete the crossword. There are directions :

Across :

2. Sorrow
4. Enlightens.
5. A poisonous reptile.

Down :

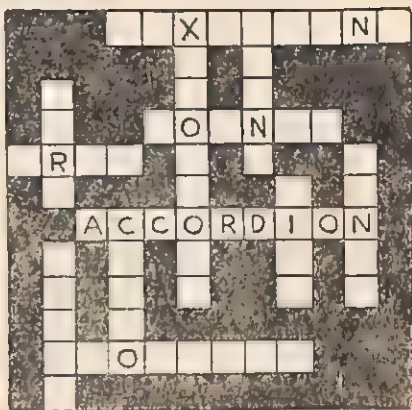
1. Foreseen.
2. Adhesive preparation.
3. To blaze up suddenly.



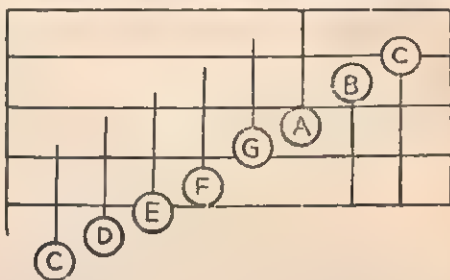
69. Substitute one letter in each of the following words to spell the names of the trees.

- | | |
|---------|---------|
| 1. Oat | 5. Elk |
| 2. Sir, | 6. Ask, |
| 3. Hum | 7. Big |
| 4. Dale | 8. Yes. |

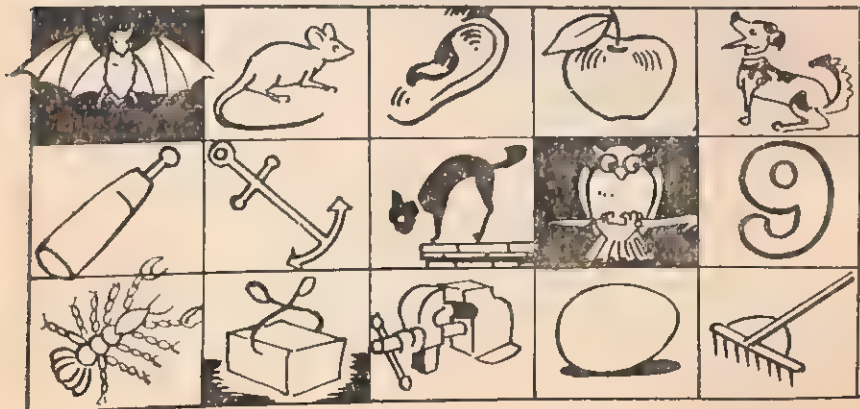
70. Write a letter in each empty box to make the combined letters spell 12 musical instruments reading across or down. The given name of ACCORDION can give you a correct start.



71. See if you can make eighteen words of three or more letters by using only the letters of the following musical scale CDEFGABC.



72. If you guess the names of these pictures and symbols. Their initials reading across will spell three words. They can all be three foods. What are they?



73. Name two animals that will rhyme with each given animal :

COW

HARE

RAT

74. Guess correct words in the boxes reading across the same words will read downwards and their definitions are :—

1. An American ever-green tree.

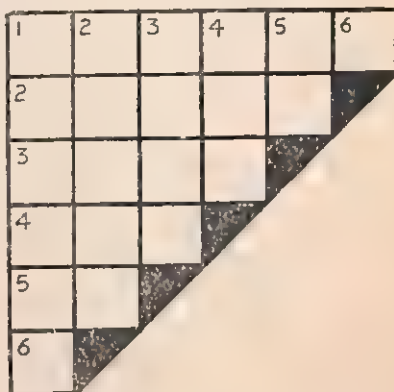
2. A foreigner

3. A slender cord.

4. To behold.

5. A word meaning of one or any.

6. One thousand.



75. Find out as many words as you can with the help of this picture. They must start with 'W'.



If you have formed 20 words,

You are 'Excellent'.

If 15, only good.

If 10, just average.

Less than 10, below average.

76. Use all the letters in the following word to spell three words :—

LEAP

77. Begin from a certain letter and move in any direction to spell a well known proverb. No more letter is to be added.

T	—	S	—	K	—	E	—	S
	×		×		×		×	
E	—	A	—	A	—	W	—	A
	×		×		×		×	
H	—	M	—	E	—	T	—	S

78. Rearrange the following groups of letters to spell eight trees :

- | | |
|-----------|----------------|
| 1. EMPLA | 5. TOOCCUN |
| 2. EPPLA | 6. DDOOWER |
| 3. NATULW | 7. YOENB |
| 4. RKIYCH | 8. UPLCESTYAU. |

79. Try to spell 15 words that rhyme with word "RAIN". You can start from any letter and move to any direction.

N	S	T	B
P	G	R	D
L	A	I	C
C	N	E	F

80. Juggle each group of letters to spell five things pictured below :—



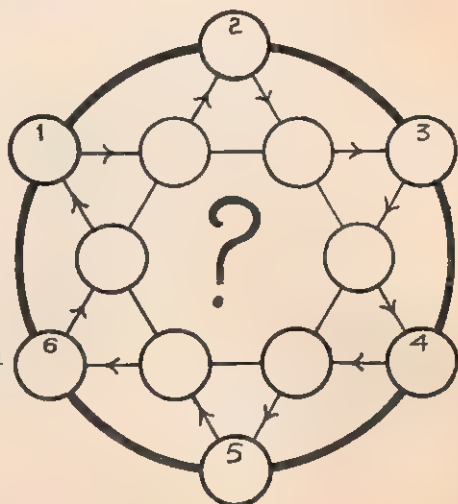
81. Look at this picture carefully and uncover 12 things in this jumbled sketch that begins with the letters "CA".



82. Why is 'Sunday' the strongest day of the week ?

83. Complete this crossword. The directions are given below :—

1. A wild animal.
2. Chirp.
3. A shoal.
4. Cocky.
5. Popular English name.
6. To refrain.



84. Use the following words. Jiggle their initials to spell two five-letter fruits.

Mushroom

Elephant

Nurse

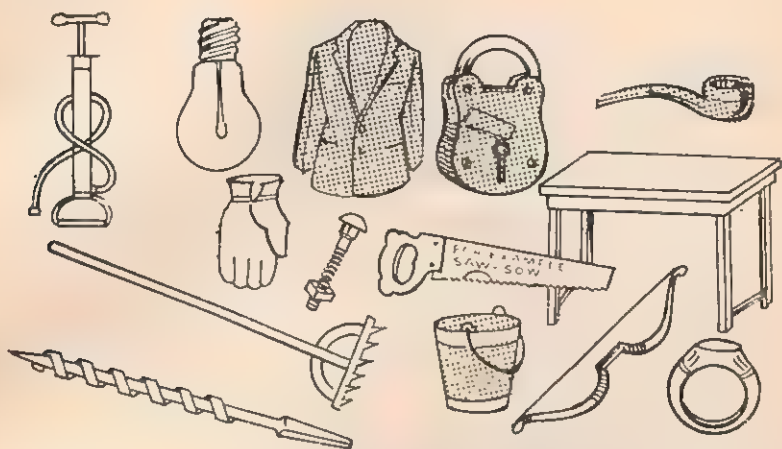
Leaf

Ostrich.

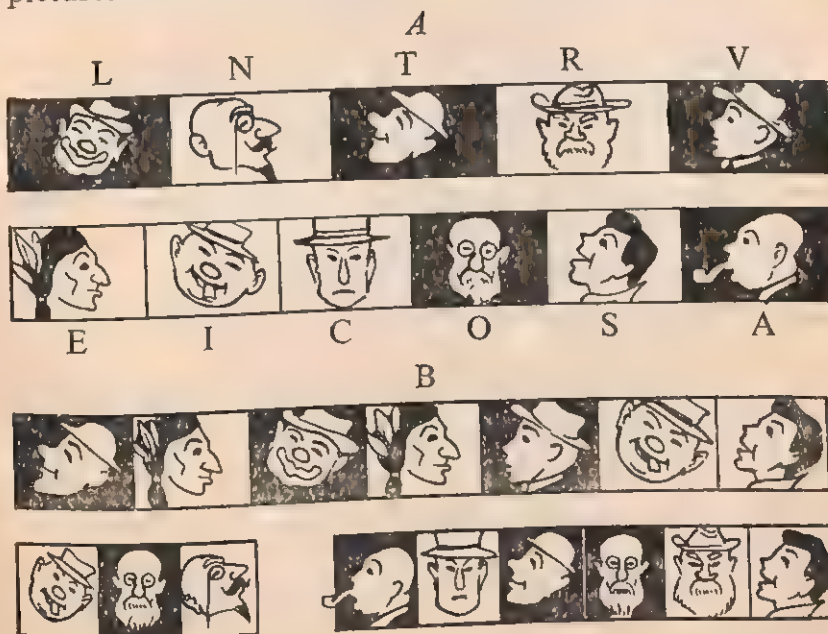
85. Which two alphabets can fly ?

86. Here are some pictures. Try to identify these fifteen objects. Write down their names and then change

just one letter in each word to spell the names of fifteen creatures.



87. Given below are two blocks 'A' & 'B'. In block 'A', given pictures represent some alphabets. Substitute the correct alphabet, corresponding to the pictures in block 'B' and find out what it means?



A N S W E R S

1. Thumb, Table, Tag, Tail.
Three, Tie, Tin, Toad.
Tobacco, Tool, Tooth.
Tree, Trigger, Trousers.
Turtle, Tub, Trunk.
Trowel, Tramp, Triangle.
Toe, Tongue, Tent, Target.
2. Bay, Bray, Lay, Dray, Pay, Pray,
Say, Slay, Sleigh, Spray, Stray, Sway,
Tray, Trey, Way, Weigh, Whey, Way, Lay,
Away, Obey, Belay, Astray, Ballet.
3. Collar
Picture
Earring
Chicken.
4. Pear, Pare, Pair.
5. Electrician.
6. Walrus, wagon, walnut, wand, water, waste
paper-basket, watch, web, wheel, weeds, whale,
wheel barrow, whip, whisk-broom, windmill,
wigwam, wing, wolf, woman, wood, wool, wreath,
wrench, wrist.
7. Arm, butter, clown, dog, eye, face, gown, hat, ice,
jug, knot, lip, mouth, nose, ostrich, pants, ques-
tion mark, ring, seal, tie, umbrella, vase, wrist,
xylophone, yak and zebra.

8. 2. Autumn
 3. Pierce
 4. Muscle.
 5. Poster.
 6. Twirls.
 7. Scorch.

9. Tops
 Pots
 Spot
 Post
 Stop

10. **Across** : Pea, potato, carrot, lettuce, parsnip, cabbage, yam, spinach, cress.

Down : Parsley, chard, cucumber, celery, corn, beet, tomato, asparagus, onion, bean, pepper.

11. Dove, glove ; cat, bat ; pail, snail ; tree, key ; bone, cone ; hen, pen.

12. Hare = 6937
 Shoe = 2657
 Pear = 4793
 Tree = 1377
 Toad = 1598
 Deer = 8773 } Total is 26135.

13. **Across** : 1. Red 5. Paste 6. Ill.
Down : 2. Easel 3. Spy 4. Wed.

14. 1. A E K
 2. D H C
 3. B G F

15. Slate, Pen, Nib.

16. SLOW
FLOW
FLAW
FLAT
FEAT
PEAT
PEST
PAST
FAST.

17. CAULIFLOWER.

18. AT, OX, IN, US, AN, HE, IS, SO, TO, ON, NO.

19. Aunt, Nut, Ant, Tan, Mat.

20. 2. Steer (Steer) 6. Ram (Ram)
3. Hare (Hair) 7. Deer (Dear)
4. Boar (Bore) 8. Chow (Chow).
5. Horse (Hoarse)

21. **Across** : 1. Grey 2. Purple 3. Lavender
4. Black 5. Orange 6. Violet
7. Red.

Down : Blue, Yellow, Green, Pink, Brown,
White, Tan.

22. 1. Tulip 2. Pansy 3. Marigold
4. Dahlia 5. Daffodils 6. Hyacinth.

23. P—Pansy, petal, pipe.
R—Rabbit, rooster, rose.
I—Indian, insect, ice cream.
N—Nut, neck, nose, nine.
G—Goat, grasshopper, gift, gladiolus.

24. 1. Clown.
2. Witch.
3. Tramp.
4. Ghost.
5. Queen.

25. glad, merry, joyous, gay, cheerful.

26. NUTS.

27. **Across**

Down

1. Owl.

2. Whale.

5. Llama.

3. Elk.

6. Bee.

4. Ram.

28. 1. Brakes

3. Window

2. Engine

4. Bumper.

29. 1. Giraffe

2. Rhinoceros

3. Camel

4. Buffalo

5. Stag

6. Walrus.

30. 2. SALE

4. EASE

6. DRAB.

3. ABLE

5. EDGE

7. GILL.

31. **Across** : Den, Ire, Pat

Down : Dip, Era, Net.

32. 2. Shot.

6. News.

3. Late.

7. Fear.

4. Fate.

8. Cafe.

5. Tone.

9. Scar.

33. Day, Days,
Duty, Tea,
Set, Say,

Due,
Use,
Yes,

Dues,
Used,
At,

Date,
Sue,
Duet.

Dates,
Seat,

34. 1. Steal.

5. Least.

2. Stare.

6. Slate.

3. Steam.

7. Stale.

4. Plate.

8. Smelt.

35. 1 to 5 count

1 to 7 counter

8 to 12 clock

9 to 12 lock

13 to 16 wise

1—16—counter clock wise.

36. A, AN, RAN, BRAN, BRAND, BRANDY.

37. Hair, ham, hammer, hand, handle, harness, hat, hatchet, head, heat, heel, hen, hoof, hog, hook, horn, horse, house, hose, hub, hare.
38. 1. Horse 2. Eagle.
39. Maple, poplar, spruce, beech, locust.
40. 1. Tea 4. Ant
2. Pea 5. Ape
3. Tan 6. Rat.
41. 1. Eggplant 2. Cabbage 3. Parsnip
4. Cucumber 5. Celery 6. Cauliflower
7. Asparagus.
42. 1. Ash 5. Plant 6. Pea
2. Spade 3. Ape 4. Ate
43. 1. Ant 2. Aphis 3. Bee
4. Beetle 5. Flea 6. Fly
7. Hornet 8. Mantis 9. Mosquito
10. Roach 11. Spider 12. Wasp
13. Moth 14. Nit.
44. cow, owl, boa, boar, fox, ox, ling.
45. Item, time, emit, mite.
46. Mama, Papa and Kaka all ate bananas.
47. Apple, bee, blade, bottle, cigarette, cake, cave, eye, face, fence, frame, hare, horse, house, knife, mane, mouse, moustache, nose, plate, picture, snake, sole, sleeve, shoe, shoelace, smoke, stone, stripe, table, tongue, tree, tie, tortoise, aeroplane, palette.
48. No trespassing allowed.
49. Cross out 'elephant' to leave 'fox' and 'rat'.
50. 1. Explicit. 2. Vexation. 3. Flexible.
4. Annexing. 5. Pretexts. 6. Apoplexy.

51. 1. Fate 2. Wait 3. Mate 4. Rate
 5. Great 6. Crate 7. Hate 8. Date
 9. Bate 10. Late.
52. Take 'PE' from pear, 'A' from apple and 'CH' from Cherry—PEACH.
53. Because the building cannot jump.
54. The initials of pear, egg, turkey, umbrella, nail, island and acorn will spell "Petunia".
55. **Across :** 2. Act 4. Preen 6. Pot 7. Day
 9. Yes 10. Met 11. Ten 13. Bet
 14. Rumor 16. Tea.
- Down :** 1. Ice 2. Art 3. Ted
 4. Poser 5. Namer 6. Pet
 7. Yet 12. Nut 13. Boa
 15. Men.
56. Curtain, Mirror, Bassinet, Dresser, Furnace, Refrigerator.
57. It is a Humbug.
58. 1. Canada 3. Havana
 2. Panama 4. Banana
59. 1. Cricket
 2. Pool.
60. 1. Pan 2. Pen 3. Pin 4. Sap
 5. Sip 6. Sin 7. Nap 8. Nip
 9. Ape 10. Pea 11. Pie 12. Tea.
61. L A P 5 1 7
 C U B 3 9 2
 T O E 8 6 4
 1 7 7 3
62. 1. Linoleum 2. Faucet 3. Toaster
 4. Mixie 5. Cupboard 6. Tumbler.
63. April showers bring May flowers.

64. 1. Tort 3. Toot
 2. Drop 4. Port
 5. Trod.

65. A, Ay, Lap.
 Lay, Pay, Ply, Yap.

66. Arrange stripes in the following order :
 3, 9, 11, 4, 10, 2, 6, 8, 1, 5, 7. You will find the
 well known proverb—"Never put off till tomorrow
 what can be done today."

67. Soccer, from the initials of shoe, oar, cave, canoe,
 epee, racket.

- | | | |
|-----|-----------------|----------------|
| 68. | Across | Down |
| | 2. Grief | 1. Anticipated |
| | 4. Illumination | 2. Glues |
| | 5. Snake | 3. Flare. |
| 69. | 1. Oak | 5. Elm |
| | 2. Fir | 6. Ash |
| | 3. Gum | 7. Fig |
| | 4. Date | 8. Yew. |

- | | | | |
|-----|---------------|-------------|-------|
| 70. | Across | Down | |
| | Saxophone | Harp | Piano |
| | Cornet | Flute | Pipe |
| | Accordion | Xylophone | Banjo |
| | Trombone | | |

71. 1. Ace 2. Age 3. Bad 4. Bade 5. Bag
 6. Bead 7. Beg 8. Cab 9. Cad 10. Cafe
 11. Cage 12. Dab 13. Dace 14. Deaf 15. Face
 16. Fad 17. Fade 18. Fag 19. Gab 20. Fed.

72. Initials—Bat, Rat, Ear, Apple, Dog, Bat, Anchor,
 Cat, Owl, Nine, Lobster, Ice, Vice, Egg, Rake.
 1. Bread
 2. Bacon
 3. Liver

73. Cow, sow, chow
Hare, bear, mare
Rat, cat, bat.
74. 1. Balsam 2. Alien
3. Line 4. See
5. An 6. M.
75. 1. Wagon 2. Women 3. Walnut 4. Web
5. Wizard 6. Wrench 7. Water 8. Whip
9. Walrus 10. Wings 11. Wheel 12. Weeds
13. Wand 14. Waist 15. Wagtail 16. Wain
17. Weapon 18. Watteau 19. Wheel barrow
20. Whir 21. Willow 22. Water melon
23. Wooden brush 24. Wrinkles 25. Wrist.
76. PALE PEAL PLEA.
77. Haste makes waste.
78. 1. Maple 2. Apple 3. Walnut
4. Hickory 5. Coconut 6. Red Wood
7. Ebony 8. Eucalyptus.
79. Again Crane Inane Pane Drain
Brain Feign Lain Plain Plane
Cane Gain Lane Strain
Cain Grain Pain Train.
80. 1. Pitcher. 2. Triangle.
3. Handle. 4. Slipper.
5. Hatchet.
81. Cage Candle Cannon Cake Candy
Canoe Cat Calf Cane Calipers
Cap Card Camel Canine Caribou
Can Canary Cap.
82. All the other days are 'week' days.
83. 1. Deer. 4. Perk.
2. Eep. 5. Fred.
3. Reef. 6. Keep.

- | | | |
|-----|--------------------|---------------|
| 84. | Lemon | Melon. |
| 85. | B (Bee). | |
| | J (Jay). | |
| 86. | Saw—Sow | Rake—Hake |
| | Ring—Ling | Mitten—Kitten |
| | Table—Bable | Pail—Rail |
| | Lamp—Lamb | Bit—Bat |
| | Lock—Cock | Bulb—Bull |
| | Coat—Goat | Pump—Puma |
| | Bolt—Colt | |
| | Pipe—Pike | |
| | Bow—Boa. | |
| 87. | Television actors. | |
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PART II

WORDS AND SENTENCES



PART II

Words and Sentences

Purpose

- (a) To improve initial sounds.
- (b) To improve initial blends.
- (c) To improve spellings.

Material

A number of small square cards on which are written all the letters of the alphabet, one letter per card. All the initial blends like gl, tr, etc., may also be written on the square cards.

Procedure

Two or more children may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot make a word in a reasonably short time, they put the card back. When all the cards are picked up, each player tries to write as many words as he can with the cards he has collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting *one* for each card collected and *five* for each word spelt correctly. Each card should be used only once in spelling a word.

Authors

Purpose

Word discrimination.

Material

Cards of approximately the size of regular playing cards may be made from tagboard or heavy construction paper. There are four cards in each set and there are as many sets as desired. A set consists of the four forms of a verb, such as : play, plays, played, playing. The order of the words on the sets is rotated. The first form of the verb may be underlined to serve as the name of that set.

Procedure

Three or more may play the game, depending on the number of sets. Each player is dealt four cards and the remainder of the pack is placed on the centre of the table face down. Each player in turn asks another player for a particular card to be used in completing his set. If he receives the card, he may call again. He continues to call for cards as long as he receives the card asked for. When he fails to receive the card, he draws from the top of the pack on the table. If the player draws the card for which he has asked, he may continue his turn by asking for other cards as before. When four cards of a set have been completed, the set is placed on the table in front of the player. When the sets have all been assembled, the player having the most sets is the winner.

Add a Word

Specific Objective

Word comprehension.

Teacher Preparation

Use 15 cm by 22 cm card board and divide it into four columns. Write in the first, three words of the same category, leaving the last column blank. In a separate envelope have the fourth word for each classification.

Game Instructions

The child puts the right word from the envelope in the last column.

red	blue	yellow
cat	dog	pony
boy	girl	mother
Sarla	Kamla	Renu
run	skip	jump
boat	wagon	bicycle

Acting Directions*Purpose*

Phrase recognition following directions.

The teacher may write some commands on the board, erasing quickly, or may use flash cards as given below :

1. Write on the board two foods.
2. Open the window.
3. Clean the board and bring me the duster.
4. Draw a square and a circle on the board.
5. Write "fun" on the blackboard backwards.
6. Go to the window, look out, return to your seat.
7. Write three things you can see from the window.
8. Touch the child in front of you.

9. Touch a blue frocked girl.
10. Get in position. Place your reader on your desk.

Advertising

Purpose

Critical reading.

Select some advertisements from magazines and have the children locate and encircle "Glad Words" which are intended to make the prospective buyer want the product. Such words are : truth, freedom, beautiful, charming, highest grade, delicious, exciting. These words encourage the reader to accept the product.

Do the same for "Bad Words". They are such words as : sufferers, complain, disease, peeling, cracks, itching, guilty, odour. By these words, the disgust of the reader is made stronger and he will try to keep out of the undesirable class.

Base Ball

Purpose

For practice on initial consonants, initial blends, or rhyming words.

Materials

Ball field made on a firm paper.



Procedure

Each child tries to make a home run by making a word beginning with each of the three letters as *man*, *chair*, *see*. In teaching rhyming words, the teacher will help the child to think of words rhyming with the base words.

Bringing in the Wash*Purpose*

Comprehension check.

Stretch a string across the room for a clothes line, then cut out ten or twelve articles of clothing from white or coloured paper. Write questions covering the reading lesson on these articles of clothing and pin them to the line. Let the children gather the wash by first reading the questions silently, then answering them orally. The remainder of the class serves as the audience. The cut-outs may be kept by those children who answer satisfactorily, if the teacher wishes.

Note. Different questions appear on each garment.

Chalk-board Instructions*Purpose*

Reading instructions.

Many instructions given orally may just as well be written, thus improving silent reading abilities. Instructions for playing games, getting materials or books in place, making announcements, instructions in making things in art, sewing, cooking, manual training, writing, etc., may be utilized to good advantage.

Colour Matching

Specific Objective

Comprehension.

Game Instructions

Matching words with the colour.

leaves.....	white
sky.....	red
orange.....	blue
blood.....	black
snow.....	yellow
crow.....	brown
football.....	green

Helping Eights

Purpose

For practice on initial and final consonants, blends and finding small words in larger words.

Material

A pack of 40 cards (5 cm × 8 cm). Words containing parts to be emphasized are printed clearly near the top of the cards. For example : If *ing*, *er*, *ew* and *ight* are to be studied, print 10 cards with words containing *ing*, 10 with *er*, etc. Make six extra cards upon which the figure 8 has been printed.

Procedure

Two or more players can play the game. Object of the game is to get rid of the cards. Deal 4 cards to each player. Place the remainder of the pack in the centre of the table. Player at left of dealer begins by placing any one of his cards face up on the table, reading it aloud. The next player must play a card from his hand containing the same word grouping (for example : if the first person plays *night*, the second person must play a card containing *ight*). If the player does not have a card with the same word grouping and has an 8 card in his hand, he may play the 8 card and call for another group to be played. Naturally, he will call for the group of which he has the most cards. If, on the other hand, he has no 8 card and cannot play a card from his hand, he may draw 3 times from the pack. If he fails to draw an 8 card or a word card he can play, he must lose his turn and the next player may continue. If a player does not read the card he plays, he must take the card back and lose his turn. If he reads it incorrectly, he must take it back also.

Change Over

Material

Prepare cards of size 5 cm \times 8 cm with words written on them :

hat	shell	will	all	sing	sand	look
cat	well	spill	tall	wing	band	book
rat	fell	fill	wall	swing	land	brook
sat	tell	bill	ball	bring	hand	shook

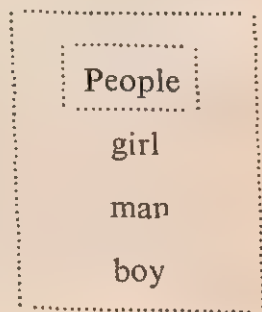
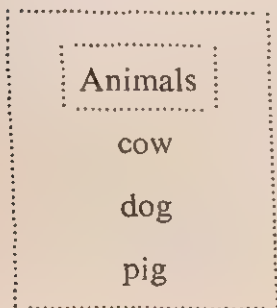
Also add four cards having the words, "change over". The number of cards can be increased in proportion to the number of players.

Procedure

Deal out five cards. The child to the left of the dealer plays any card naming it. Next player either plays a card that rhymes or begins with the same letter. For example : If *bill* has been played, *fill* rhyming with *bill* or *band* beginning with the same letter could be played. If a child cannot play, he draws from the extra cards until he can play or has drawn three cards. If he has the card "change over", he may play that card and name a word that can be played upon. The first person who finishes his cards, wins the game.

Classification*Specific Objective*

Developing ability to classify,



and so on.

Teacher Preparation

Cut cards about 10 cm by 15 cm. At the top put the titles—"Things in the park, Things I do, Numbers, Vegetables, Months, Things to eat, Games to play." Have the separate words on small cards. Mix the small cards.

Game Instructions

The children may be asked to place the words on the right card.

Character Figures : Puppet Play

Children could either make these character figures that they have read about in their books or they could make them after the story has been read to them by the teacher.

They are made on cardboard and painted or coloured, then cut out and mounted on a stick.

Any simple type of stage can be made which will hide the little children. They move along behind the curtain showing these figures and speaking for them. It gives a stage appearance and the operators are not seen.

This gives them an opportunity to re-enact their story and also an opportunity for oral expression.

Cat and Mouse

One pupil is chosen to be the cat. He asks a question relating to the reading lesson and calls on a child (mouse) to answer. If that child cannot do so, he is caught and his name is written under a mouse trap that has been sketched on the board. Those who can answer all the questions asked are listed on board as the "Wise

Little Mice". Those who are caught are given a chance to escape by answering another question correctly.

Climbing the Stairs

Purpose

Comprehension check.

Draw a staircase on the board and write questions from the reading lesson on each stair. These are read silently by the class and answered in writing on paper. See how many can climb the stairs without any assistance. (Answer all the questions correctly.)

Checkers

Purpose

Word recognition.,

Using a regular checker board, cover the black squares with words to be added to the active vocabulary. Play like regular checkers and the player must say the word which appears on the space before the child moves to the next space. Rules may be altered to accommodate the youngsters playing the game.

Robbers and Policeman (Chor Sepahi)

Purpose

Word recognition.

Material

1. A file folder with equidistant dots.
2. A number of cards bearing words and numbers.

On the inside of a file folder or piece of a cardboard, place many dots, equidistant from each other. The game

is played by two children, one of whom is the Policeman and the other the Robber. The Policeman places his marker on the board first on any dot he chooses. The marker may be a gold button to represent his badge. Then the Robber places his marker as far from the Policeman's as possible and the game begins. Each player turns over a card from the pack which is face down on the table. He reads the word thereon and notes the number appearing in the lower right hand corner. The player may move as many dots as the number allows. The Policeman moves towards the Robber and the Robber tries to elude the Policeman. The game is over when the Policeman captures the Robber. It makes the game interesting, if so designed that there are several hideouts for the Robber. Alter the game rules as desired.

Colour Cards

Cards are prepared with black and white drawings of objects which have a characteristic colour. Under the objects are written directions *e.g.*, "This is a tree. Colour it green." or "Colour the little girl's dress red." This game will help children to learn words, colours and follow directions.

Card Game

A set of printed or written cards is used. Each word occurs in four cards. One set of four cards is called by the name of 'Horse Cards'. The players are each dealt three or five cards. Five cards are placed face up on the floor. One child starts the game. If he can match one card in his hand with the one on the floor, he will expose the card, pronounce the word and place the two 'Horse Cards' face up in front of him. If he does not have

a card which matches with any of the exposed cards, he must discard one of his own cards and draw another from the pack. If he has a matching card but cannot pronounce it, he places it on the top of the card which it matches and draws a card from the pack. If a child can make more than one match at a time, he may do so. If one player has taken two Horse Cards, second player may take them with the third Horse Card in his hand and another player possessing fourth Horse Card may, in turn, claim the three Horse Cards. The same procedure is followed with respect to pairs or triplets of cards that collect in the centre of the table, because of failures on the part of the players to pronounce them.

Completing Lists

Purpose

Classification.

To the Pupil

Can you add three more things to each of the lists below ?

1. Yellow

2. Violet

3. Blue

4.

5.

6.

1. Nose

2. Eyes

3. Toes

4.

5.

6.

1. January

2. February

3. March

4.

5.

6.

1. Orange

2. Apple

3. Banana

4.

5.

6.

- | | |
|------------|-----------|
| 1. Father | 1. Ram |
| 2. Brother | 2. Kamal |
| 3. Uncle | 3. Suneel |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |

Colouring the Rainbow

Purpose

Comprehension check in small group work.

Choose sides and have a contest in comprehension. After the silent reading period, about twenty questions (both factual and thought provoking) previously prepared by the teacher may be alternated between the sides. For each question answered correctly, colour a section of the rainbow. See which side can first have a perfect spectrum. The colours of the rainbow from top to bottom are : deep red, orange, yellow, green, blue to deep violet.

Cut-up Stories

Purpose

Oral reading.

Go through your old discarded readers or magazines and select short stories that are not too badly soiled for use. Cut them into three or four sections, number each and give out to your pupils for oral reading. Also use for organizing them in sequence.

Deaf and Dumb Show

Purpose

Sentence recognition ; following directions.

This is a silent reading lesson in which the teacher writes questions on the board preceded or followed by a child's name. The child designated, carries out the written direction promptly, without saying a word. The directions, of course, are to be adapted to the abilities of the class. For the lower grades, the following are examples :

“Deepa, count the boys in your class.”

“Please sharpen my pencil, Pamela.”

“Alka, you may bring me two erasers.”

“Rittu, sit with Keteki.”

“You may all clap.”

For older pupils more difficult directions may be given, for example :

“Ram, imitate a barber.”

“Pretend you are eating a banana.”

“Alka and Deepa, pretend you are having an argument.”

(To be acted silently.)

Dominoes .

This game is played with phrase cards or plastic dominoes with phrases printed on them. The students are required to join two or three phrases meaningfully.

For example

 →

In a book	Ran away				
To the House	Up the Hill	To the House	Down the Slope		
			Ran away		
			Ran away		
			Under the table		
			In a box	To the House	In the House

Finding Families

The children are divided into four or five teams. The leader of each team holds a large card with a family ending printed on it. Each team has a different family. Along the chalk board ledge are the word cards facing the board. There are as many word cards for each family as there are children in each team. At a given signal, the children hunt through the word cards to find the ones which belong to their family. The team

which wins first has each member showing a card bearing a word belonging to the family indicated by their leader.

Finding Partners

The teacher passes out to half of the class cards bearing word families and to the other half of the class, cards bearing consonants or phonograms. The children with consonant and phonogram cards pass around among other children to see if they can make a word by combining their cards. When a word has been made, the child tells the name of the word that he has made with his cards. In this way the whole class is paired.

Thank You Sorry

Purpose

Word recognition.

Material

Duplicate cards in pairs with one word on each card for example :—

can can ; head head ; cat cat ;

Procedure

The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the centre of the table, face down. The object of the game is to get as many pairs of cards as possible and the winner is the one with the largest number of paired cards on the table in front of him at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child he wishes for a card that matches one of the cards which he holds in his hand. For example : he may hold the word "Which" and he asks someone for the word "Which". If the child

asked has the word he gives it to the first player. This player continues to ask for another card until he is unsuccessful. When the one asked does not have the demanded card, he says "Sorry", and that child takes the top card from the pack. The game continues in like manner to the next player, etc. This game may be played with three or more children. In case the child forgets to say "Thank you", the card has to be returned.

Freight Train

Purpose

Quick perception drill.

Material

Several large cardboard trains. Each carriage of the train should have two or more slits for the insertion of words (Word cards).

Procedure

Each player has a train. The teacher flashes a word card and if the player can read the word correctly, he will write it down on a small piece of paper provided to him beforehand. The child will put this paper in his train. The player whose train has the largest number of correct words (freight) wins.

Finding the Word

Specific Objective

Word drill

Teacher Preparation

Make large card with two rows of words. Have small cards with numbers in an attached envelope.

Game Instructions

Find a word in Row 1 that is part of a bigger word in Row 2. Place the number card along side the word in Row 2 matching the number in Row 1.

1. feed	finds (2)
2. find	stayed
3. snow	feeding (1)
4. stay	snowing
5. keep	learned
6. talk	beds
7. read	talked
8. learn	keeps
9. bed	reading
10. grow	boxes
11. box	growing
12. wash	stems
13. year	oranges
14. orange	washed
15. stem	years

May be varied by including many words in Column 2 which have same root word, but different endings, for example : findings, finds.

A Flannel Board

Make a Flannel Board by using any light weight board or player board and cover it with a grey or light blue cotton flannel.

After the reading group has read a particular story, they may choose a certain scene in the story which they wish to illustrate.

Each child may express his preference for a particular part of that scene and draw it—a bear, or a tree, or a house, or a farm, then he cuts it out, pastes a small piece of sandpaper on the back and places his cutout where he feels it should go in that particular scene.

Another method might be free cutting of the various figures of objects and using them at the right time while narrating the story after the cutouts are ready.

Following Directions

Purpose

Visual discrimination and taking directions.

To the Pupil

Here is a test to see how well you can follow directions. You are to do four things :

1. Read through the following list of words and pick out all the flowers and write "F" after each one you recognize.
2. Then read through the list again, and pick out all the animals and write an "A" after each one you find.
3. Next, pick out all the vegetables and put a "V" after each one.
4. Last of all, draw a line under each word that is a fruit.

Violet, apple, elephant, camel, sweet-pea, lettuce, grape, radish, potato, peach, beans, beets, plum, wolf, fox, tomato, rose, forget-me-not, zebra, egg-plant, carrot, pear.

Fruit Basket

Purpose

For group word drill.

Words for drill, taken from the reading lesson, may be written on fruit cut out from pieces of coloured paper. The fruit is flashed in front of the children, as in any other kind of flash card drill, and the child who first calls out the word there on gets the piece of fruit for his own. The pupils may place their cut-outs in a pretty bowl or basket cut from blue paper. Three baskets having the largest number of fruits may be arranged in the room for decoration, with the names of the first three winners.

Finders

It is played like Bingo. Each player has a card marked off into twenty-five square blocks. In each block there is printed a word. The teacher shows a flash card of one of the words. The child who first finds that word on his card, raises his hand, pronounces the word, points to it and is given the flash card which he places over the word on his card. The child who has maximum words covered is the first winner.

Games with Fruits and Vegetables

Two children play. Each child has a cardboard approximately 20 cm by 30 cm. One card-board is marked 'Fruits' and the other is marked "Vegetables".

Pictures of fruits and vegetables are pasted on small cards approximately 5 cm by 8 cm. These are stacked, face down.

The children draw in turns, and discard pictures that do not fit their card board. The first child to fill his board wins.

This game may also be used with other classifications. For examples : Nouns and Adjectives, Verbs and Adverbs and so on.

Guessing Pantomimes

Let the children choose certain paragraphs from their lesson and act them out before the class, the audience trying to guess what is being interpreted.

The teacher may prepare slips of paper for silent reading and hand them out in the reading period. Each child reads silently and when called upon, comes to the front of the class and acts out in pantomime what is on his slip. Let the class guess what he is doing.

See who can be the best to act out what the card tells. Clap for the best actor.

A sample of a reading material to be acted :—

Little Billy Goat Gruff went on the bridge.
 The bridge said "Tripp" "Tripp".
 The troll said, "Who trips over my bridge ?"
 "Why do you trip over my bridge ?"
 "I want to eat the grass on the hillside."
 "You shall not trip over my bridge. I will eat you."
 "Do not eat me. Big Billy Goat Gruff will come.
 You can eat him."
 "Go on, then," said the troll.

I SEE

Here is a device to lengthen the eye span of the child and is an excellent device for the enlargement of vocabulary. The teacher may say, "I am going to give you something to look for." As soon as you have found it, say, "I SEE" and point it out with your finger. "The

word I want you to find is near the middle of this page." Find the word "sentence". Difficult or striking phrases may also be hunted out and read in this way.

As soon as the word or phrase has been discovered, it is the opportune time for the teacher to duplicate the thought content with a synonym or phrase in order to teach word meaning through content.

This game can be more useful for a small group.

I Start, You Finish

Here is a game for practising eye-span. The teacher gives a page from which she is going to read. Each member of the class has a reader and hastily turns to the place. The teacher reads orally and suddenly halts in the middle of a sentence. Those who have found the place, complete the sentence in concert. The teacher may tell the children approximately where she is going to read and instruct them to begin to read orally as soon as they have found the place ; thus, the teacher and class would be reading in concert before the sentence or phrase is completed. Sentences with difficult or striking phrases might be used for this exercise.

Last : First (Antakshari)

You are given a word. You write it down and then have to add a word that begins with the last letter of the word you have written. Then you add another word beginning with the last letter of the second word ; and so on. Like this : bird—dart—time—early—young. This game can also be played round the class. A word is given by one child. The next child has to give a word beginning with the last letter of the word. And so on.

Letter Sentences

You are given a word and you have to make up a sentence in which each word begins with a letter of the word you have been given *e.g.*, you are given a word 'FACES'. The sentence might, therefore, be "Fat acrobats cannot expect success".

Now play letter sentences and write sentences in which the words begin with the letters of these :

1. Hit 2. Tap 3. Was 4. Might 5. Shall.

Library Skills

Experience with various types of reference books is desirable at Middle and Higher Secondary level. Pupils should become familiar with the way in which books are classified in their schools and public libraries. For example, fiction is usually arranged alphabetically according to the author's surname. Non-fiction has classification numbers on the basis of subject matter.

- 000—General Works
- 100—Philosophy and Psychology
- 200—Religion
- 300—Sociology-Education
- 400—Philology
- 500—Natural Science
- 600—Useful Arts
- 700—Fine Arts
- 800—Literature
- 900—History
- 910—Geography
- 920—Biography
- 930—Ancient History

- 940—Europe
- 950—Asia
- 960—Africa
- 970—North America
- 980—South America
- 990—Oceania and Polar Regions.

The pupils should be given books and asked to fill in a questionnaire about each, for example :

Title :

Author :

Publisher :

Edition No. :

Publication :

Is it well bound ?

Is it well illustrated ?

Is there a preface or introduction ?

What is the purpose of the book ?

In which year was the book published ?

Is there an appendix ?

Is there an index ?

Is it well printed ?

Lost Children

In this game, the teacher appoints one child to act as "Police Captain" and the others as "Policemen". The teacher announces to the police captain that she is "Mrs. Varma" and she has lost her children. The police captain then tells the policemen to hunt for them. Some of the policemen might look through the "Bureau of missing

persons" (let it be a box containing a number of words some of which belong to the Varma family). Others might look in the parks (along the window ledges there are more word cards, face down) or in the streets (on the desks or along the blackboard ledge where there are more word cards). The policeman who finds the most children may be rewarded by a "medal" or a "promotion".

Matching

Specific Objective

Visual discrimination.

Teacher Preparation

Make a booklet with pictures to be used for reading. In an attached envelope, have names of objects printed on tagboard.

Game Instructions

The child is to place the words contained in the envelope under the proper picture.

Monopoly

Purpose

To build sight vocabulary.

Material

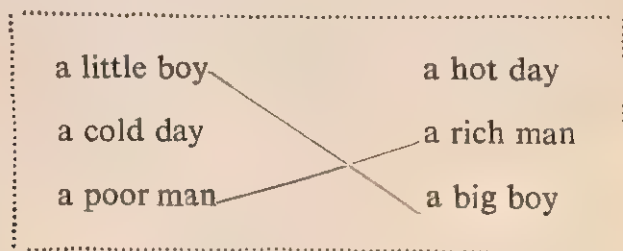
Make a five centimetre margin around a rectangular piece of paper pasted on a piece of card-board. Divide the margin into spaces in which words needing drill are written. Corner spaces may be used as penalties or rewards as: 'Move back 4 spaces', 'Go to jail', 'Take another turn', etc. Make a disc of numbers with a spinning arrow to indicate the number of spaces to be moved. A simple dice can also be used instead of spinning arrow.

Procedure

A child spins the arrow and moves the number of spaces indicated. The words are read as he moves. If he cannot read a word, he must remain on that space until his next turn. The child first completing the way around the board wins. This game can be adapted to give practice in blends and initial sounds by placing letters and blends on the spaces instead of words. The child makes his way around the board by thinking and pronouncing words beginning with the letters or blends.

Matching Opposites

Shoe strings may be attached to a game by knotting the ends on the reverse side of the game and holding them in place with a cellotape. The shoe strings may then be threaded down to the correct answer. Given below is a game for matching opposites but it can be adapted for any other purpose like teaching synonyms, genders, verbs, numbers.

**Mud Puddle**

Mud puddle is a game for very small children. Draw a road from Lalit's house to Dev's house. Space words needed for drill as what, where, who, along the curves in the road. A child who can read all words correctly makes the trip without stepping into a puddle.

Nine Circles

Purpose

- (a) To improve visual discrimination ;
- (b) To increase vocabulary.

Materials

Begin with a 20 cm × 25 cm sheet of paper on which are fastened coloured circles about two or three centimetres in diameter. The coloured circles should be fastened with a brass fastener or a staple so that a slip of paper may be placed underneath it. A word should be written on each coloured circle and a numerical value from 1 to 9 written under each circle according to the difficulty of the word. The words used may be those a child is having difficulty with in reading or words which closely resemble each other and cause confusion. A set of small cards is made on which are written the same words which appear on the coloured circles.

Procedure

Two or more children may play. All the small cards are placed face down on the table. The players take turns selecting a card and placing it under the coloured circle it matches. Score is kept by keeping track of the numbers under the circles. A player must say the word to get credit for it. The winner is the person with the highest score.

Nursery Rhyme

Specific Objective

Sentence comprehension.

Teacher Preparation

Have card with beginning sentences. Have sentence ending in the attached envelope.

Game Instruction

Find in the envelope what you need to finish making sentences of the words on the first card.

Hey, Diddle, diddle	on the tree top
Mary, Mary, quite contrary	the cat and the fiddle
Old King Cole	to buy a fat pig
To market, to market	sat in a corner
Jack be nimble	come blow your horn
Little Jack Horner	to fetch a pail of water
Jack and Jill went up the hill	Jack be quick
Little Boy Blue	was a merry old soul
Hush-a-by baby	how does your garden grow

Sound Maids*Purpose*

To improve visual discrimination, build sight vocabulary.

Material

Have a pack of about 20 pairs of cards. At the top of each card, write one word; on another card, write another word having similar sound but different spellings e.g., hare, hair; alter, altar; dear, deer; site, sight. Prepare all the cards in this way. Words can be changed thus eliminating the chance for memorization.

Credit may be given to the child if he can distinguish the meanings of the pair. The child, in that case may be allowed to retain that set. In the end the winner is the one who has the minimum number of sets.

Procedure

Deal out all cards. Beginning with the person at the dealer's left, take turns drawing cards, each person drawing from the person at his right. As pairs are formed, the words are pronounced and the book placed on the table. Continue until all cards are matched and one person is left with the Old Maid.

Omit the Sentence

Specific Objective

Sentence comprehension.

Teacher Preparation

Use tag or card-board. Divide your material into four parts. Paste a different picture in each square. In a separate envelope have printed sentences that tell something about each picture. Print four extra sentences that do not tell anything about the pictures.

Game Instructions

Child takes sentences from the envelope and matches them to the pictures. He will omit the four sentences that do not tell about the pictures.

Opposites

Specific Objective

Word comprehension.

Teacher Preparation

Use card-board of thick paper. Divide your board into two columns. Write some familiar words that have opposites, in one column, leaving the second column blank. In a separate envelope have the words in the first column.

Game Instructions

The child puts the words from the envelope in the second column, that means the opposite from the words in the first column.

glad
laughing
day
yes
black
up
on
big
coming
laughing

Pick a Slip Game*Purpose*

Increase vocabulary

(a) Single words ;

(b) Phrases.

Materials

Print single words or phrases on slips of paper. Write a numerical value from 1 to 3 in the upper right hand corner of each slip.

Procedure

Two or more people may play. The slips are placed face down on the table. The players take turns selecting a slip and reading it. If the player can read the slip correctly, he keeps the slip. If he does not read it correctly, he replaces the slip, face down on the table and the next player takes his turn. The winner is the person who, after all the slips have been picked up, has the highest score by adding the numbers on all the slips.

Phrase Puzzles*Purpose*

To increase speed in recognition of phrases.

Material

Make several phrases on a tag large enough to be cut. Have several sets in envelopes and have each set cut differently. Be sure not to cut words in two.

Procedure

Give each child a set of phrases. Have a stop watch and time the children while they are completing the phrases. The child who first completes his phrases and repeats them correctly wins the race.

Picture Word File

A picture is pasted, or drawn, on a card with the name of the object printed above it. The child may place these in alphabetical order in a box which has an index file. On the back of the card just the word is printed. The child may enjoy trying to read the word. He may check with the picture on the front side.

Prisoner of War

Specific Objective

Suffix drill.

Teacher Preparation

Place on each of 45 small slips one word having a suffix which has been studied. There should be 9 words having different roots but the same suffix (nation, completion, action, etc.), 5 sets in all.

Game Instructions

Two children place all slips, face down on a table. One player selects a card, reads the word and places it in front of him. The next player does the same. Whenever a player sees a set developing in front of his opponent which has the suffix similar to the one he has just selected and read, he may claim the entire set for his own by reading each word and transferring the set from his partner to a position in front of himself. If he cannot read the complete set which he is trying to capture, he must forfeit the one card he holds belonging to that set.

Picture Wheel Change Word

Guess the name of the picture No. 1 and change one letter to spell sketch No. 2 and so on around the



circle until you reach No. 1 again.

Bat, hat, ham, dam, can, ram, bug, bag.

Phrase Reading

Exercises in phrase reading should be provided by the teachers, so that the children can read the phrases with speed in an understandable way. Given below is an example of exercise designed to increase speed by phrase reading. Such selections should be got typed and may be read in divided form by the pupils several times until they are sure that they are reading by phrases. Some people are so careful that they make ready for many things that never happen. They save old clothes they will never wear or prepare for a rainy day that never comes. They are like the White Knight who had never learned to stay on his horse but who set out upon his

journey with a mousetrap because he might need to catch a mouse. The author tells how Alice (in Wonderland) met the White Knight.

"But you've got a beehive or something like one fastened to the saddle," said Alice.

"Yes, it's a very good beehive," the knight said in a discontented tone, "one of the best kind. But not a single bee has come near it yet. And the other thing is a mousetrap. I suppose the mice keep the bees out or the bees keep the mice out, I don't know which."

"I was wondering what the mousetrap was for," said Alice. "It isn't very likely, perhaps," said the knight, "but if they do come, I don't choose to have them running all about."

"You see," he went on after a pause "it's as well to be provided for everything. That's the reason the horse has all those anklets round his feet."

"But what are they for?" Alice asked in a tone of great curiosity.

"To guard against the bites of sharks," the knight replied.

(Lewis Carroll : Through the Looking Glass)

Picture Dictionary

Specific Objective

Word perception and enrichment.

Let the child or the teacher make a scrap book that is indexed. Illustration may be cut from old magazines, primers, papers and advertisements. As soon as a word is learned, the child pastes on the proper page and the picture which corresponds to the word. If the word is 'Horse', a picture of the horse is pasted on the 'H' page.

Later on the teacher may drill on words by asking the child to find the picture that tells story as the word asked by the teacher.

A very good picture dictionary has been prepared by the staff Help Dictionary Co., Battle Creek, Michigan (U.S.A.). Homes made dictionary however, has several advantages because (a) it contains only those words that the child is using, (b) it is individual and to child has interest and enthusiasm of making it himself.

Pretending

Purpose

Phrase recognition.

Write commands on the board or print on flash cards and see who can respond when they are flashed before the class or small group.

- | | |
|-----------------------|---------------------------|
| 1. Bat a ball. | 7. Answer the telephone. |
| 2. Saw wood. | 8. Eat an apple. |
| 3. Blow up a balloon. | 9. Catch a butterfly. |
| 4. Climb a tree. | 10. Sweep the floor. |
| 5. Make a sled. | 11. Sharpen a pencil. |
| 6. Pick some roses. | 12. Look at an aeroplane. |

Playing Checkers

Draw a checker board on the floor. Let the class choose sides and start facing each other from the middle lines of the checker board. Alternating the teacher asks questions from the lesson, of each side, and if the children answer them correctly, they are entitled to move, one at a time, towards the outer part of the square, one step. The object of the game is to see which side will arrive at the king row first.

Pussy Wants a Corner

Purpose

Comprehension check.

Let each child make out a list of questions after he has finished reading his lesson. One child is appointed by the teacher to be Pussy. The rest of the class remain on their seats (corners). Pussy asks questions from a prepared list of the members of the class, in their turn. If one answers correctly, he may be "Pussy" and ask a question of another child.

Pantomime Acting

Purpose

Reading for information and dramatization.

Directions similar to the following may be written or printed on cards or slips of paper and passed out to all pupils in the class for silent reading and interpretation. One pupil is selected to act one set. Others watch critically for complete acting of every detail in the directions. Vary the same having children guess which set the child is acting out.

Pretend you are drawing water from a well. Take a pail, walk to the well, lower the well-bucket, peep down into the well, then draw up the water, empty it into your pail and carry it home.

Pretend you are winding the clock. Get a stool to stand on, open the clock, get out the key and wind the clock thoroughly. Close the door, get down from the stool, and walk back to your seat.

Pantomime acting might also include the following :

Watering the flowers.

Singing a hymn.

Picking flowers for a bouquet.

Playing badminton.

Ironing.

Making the bed.

Picking and eating apples.

Rocking baby.

Picking Petals

Purpose

Sight vocabulary.

Draw a large poinsettia on the board or construct one of paper. In class time, let the pupils pull the petals off by pronouncing the words written on them.

Other flowers besides the poinsettia may well be used adapting the flower to the season and locality.

Prefixes and Suffixes

The teacher writes a root word on the chalk-board and the children make as many words from it as they can by adding pictures and suffixes, *e.g.*,

Port

Re port

Sup port

Trans port

De port

Im port

Ex port

Port er

Report er

Support er

Transport er

Deport ment

Import er

Export er

Riddles

The teacher writes the name of one word family on the board, as "ame". She tells the children, "I am

thinking a word that belongs to the 'ame' family. Can you guess what it is? A child who responds goes to the board and either writes a consonant in front of the family or chooses a letter card from the blackboard ledge to indicate her guess, *e.g.*, the child selects 'l' and says, "Is it lame?" The teacher may write the word 'lame' saying, "No, it is not 'lame'." Another child selects another word in like manner and it is again written on the blackboard under 'lame' and so on till the right word is found.

Rhyming

Specific Objective

Rhyming.

Teacher Preparation

Write the sentences on chip board. Prepare smaller cards containing rhyming words.

1. There was a fire in the forest.
Find the word that rhymes with *tire*.
2. See the goose.
Find the word that rhymes with *loose*.
3. The knife was sharp.
Find the word that rhymes with *wife*.
4. He bent the wire.
Find the word that rhymes with *spent*.
5. There was a small crack in the plate.
Find the word that rhymes with *black*.
6. Hang up your stocking.
Find the word that rhymes with *locking*.
7. Chew your food well.
Find the word that rhymes with *threw*.

Reading Game

Specific Objective
Classification.

Teacher Preparation

Word card of chip board—keep small word card in attached envelope.

Game Instructions

Put the word cards under the right sentences.

Stiff Card

Word Cards Cut Apart and Shuffled

It can talk	It cannot talk	baby	father	dog
		doll	parrot	airplane
		man	train	ball
		Dick	chicken	boat
		Jane	monkey	kitten
		boy	rabbit	rooster
		children	box	coat
		mother	girl	puppy

Vocabulary tests of this type are suitable for children of various levels. Materials will vary with groups according to books in use.

Reading for Specific Information

Purpose

Comprehension for group levels only.

Captains choose sides to see which can find the most information. Questions are asked from the pupils and they are told on what page to find the answers. The pupil finding the answer first stands by his seat. He receives a point for his side. Any pupil may be asked to read the answer. The material read may be new or a story previously read.

Rhyming Cards

Purpose

To develop auditory and visual acuity.

Material

Print single words on slips of paper 4 cm × 2 cm. Have twelve sets of six cards, each set having a particular ending such as :

pan	wing	harm
man	sing	farm
can	thing	charm
ran	ring	alarm
fan	sling	arm
tan	string	disarm

Procedure

Two or more people may play. Cards are faced down in the centre of the table. The players take turns selecting a slip and reading the word. If any other player has the set that goes with the word he selected from the centre pile, he is allowed to take the set for his own. The set may not be completed so another player has the chance to get the set also. The procedure goes on until all the cards are taken from the centre. The winner is the one who has the greatest number of rhyming sets.

Slap Jack

Purpose

- (a) Word analysis
- (b) Word recognition.

Material

Word Cards



Procedure

The pack of cards is made up of words which cause difficulty such as thought, through, though, etc. All the cards are different with the exception of four words which are alike on four cards and are called the *slap* cards. The cards are dealt to the players and are kept face down. Each player lays down a card in turn and pronounces the word on the card. When the card bearing the *slap* word is turned up each player tries to be the first one to put his hand over the cards in the pool and says, "Slap through". The cards in the pool are then added to his pack. When a player's supply of cards gets exhausted, he is automatically out of the game. The person who has all the cards is the winner.

Skimming

The stories from the book can be cut up and shuffled. The child sorts them out rapidly to see if he can get them into the correct piles.

Sentence Building

Using card slips of three different colours, place one phrase on each slip. The child makes sentences using one phrase of each colour. Many phrase slips may be kept in one large envelope.

The big dog

(Red)

ran quickly

(Green)

through the hedge

(Yellow)

Printing establishments and ticket making concerns often have usable scraps which can be utilized for this device.

Sentence Matching

Specific Objective

Sentence matching.

Teacher Preparation

Mount pictures on chipboard with one sentence under picture. In the envelope have many other matching sentences.

Game Instructions

Child matches sentences.

I am a girl

I am a girl

I am a boy

I am a boy

Note : Can be made more difficult for second and third grade by using sentences about the picture.

Sun Dial

Game Instructions

Place the words on the right card.

Specific Objective

Word drill on initial sounds.

Teacher Preparation

Make a word wheel by cutting two disks from a board, one 20 cm and the other 25 cm in diameter. Divide the larger disk into twelve sections and write four words in each section. Cut an opening in the smaller disk. Fasten the two disks together at the centre with a round-head fastener.

Game Instructions

Players take turns turning the wheel and reading the different sections exposed when the wheel stops revolving.

Simpler forms of word wheels may be made to expose one word or a part of a word at a time. If a part of a word is exposed, the player must blend it with the initial consonant which is printed on the top wheel.

Story Riddle

Specific Objective

Story comprehension.

Teacher Preparation

Each page in the book has a story describing some animal and its habits. At the bottom of the page is a flap hiding the answer.

Game Instructions

Children are supposed to place the correct name which is on a small card, at bottom *without* looking under flap ; they raise the flap only for verification. An envelope containing names of many animals may be fixed to back inside cover of this story book.

My home is on the farm.
The farmer takes care of me.
He gives me hay and grass.
I give him good rich milk.
I am your best friend.
What animal am I ?

Cow

See under

Synonyms

Purpose

To enrich the vocabulary through the use of synonyms.

Method

Hectograph a copy for each pupil.

To the Pupil

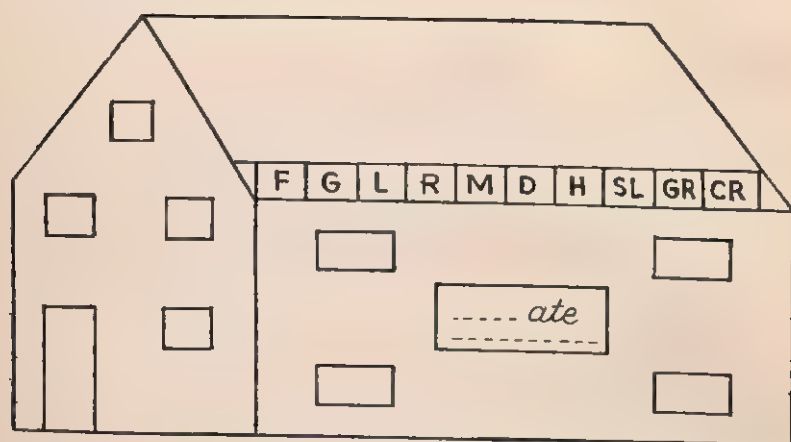
In each set of words, below, underline the one word that means the same or nearly the same as the first word in each group :

1. Glad (sweet, lively, happy, smile)
2. Quick (sad, slow, fast, win)
3. Rich (quiet, poor, fine, wealthy)
4. Polite (rude, courteous, quiet, good)
5. Beautiful (round, picture, pretty, sweet)
6. Cruel (bossy, hard-hearted, selfish, kind)
7. Brave (cowardly, not afraid, weak, big)
8. Neat (rich, dress, clean, tidy)
9. Begin (stop, quick, commence, speed)
10. Choose (get, prefer, love, want).

School Census

The children are divided into groups. Each group has a house as shown on the next page. Each house is labelled with a family name as 'ate' or 'ill' and each team is given a number of slips containing consonant sounds and phonograms. The object of the game is to take a school census of the house to find out how many children (known words made from the family on the house and the initial sounds on the slips) can be found in each

house. When a child is discovered, the slip bearing the initial sound which the child made, is inserted with slit of the house.



Treasure Hunt

Purpose

Matching pictures to words, words to pictures.

Materials

Box filled with objects or pictures. Word cards corresponding to pictures and objects.

Procedure

Place the box filled with pictures or objects before the children. Have the printed word cards arranged around the blackboard ledge. Each child closes his eyes and draws an object or picture from the box. The child must then find the word corresponding to his object or picture. The winner is the child with the greatest number of correct words.

True Audience Reading

• *Specific Objective*

Comprehension and interpretation and oral reading.

Teacher Preparation

Divide a story such as this into parts.

1. One afternoon Mrs. Crow was very thirsty. She saw a tree. There was a pitcher under the tree. Mrs. Crow quickly flew over to the tree.

2. The pitcher was tall. There was not much water in it. Mrs. Crow tried to drink, but her bill was not long enough to reach the water.

3. "Perhaps I can break the pitcher and get a drink," Mrs. Crow thought. She pecked at the pitcher with her bill, but it did not break.

4. "Perhaps I can tip the pitcher over," Mrs. Crow thought. She pushed against the pitcher. She pushed and pushed, but she could not move it.

5. Near the pitcher there were many little pebbles. Mrs. Crow picked up one and dropped it into the pitcher. She kept on dropping in the pebbles.

6. The water rose in the pitcher. It rose higher and higher until it reached nearly to the top of the pitcher. At last Mrs. Crow had a drink.

Instructions

Each child studies *one* part of the story and then reads it orally. After the whole story is read, children are given a comprehension check.

True or False (A)

Purpose

Reading for understanding.

To the Teacher

Duplicate the following lessons on sheets of paper for silent reading.

To the Pupil

Some of these statements are true and some are false. Write "T" after the true statements and "F" after those that are not true :

1. Butter is made of cheese.
2. Paper is always white.
3. Food makes us grow.
4. We sometimes write with pencils.
5. We laugh because we are sad.
6. Lumber is made of trees.
7. Some people live in houses.
8. Selfish people are good neighbours.
9. A chicken is a fowl.

True or False (B)*Specific Objective*

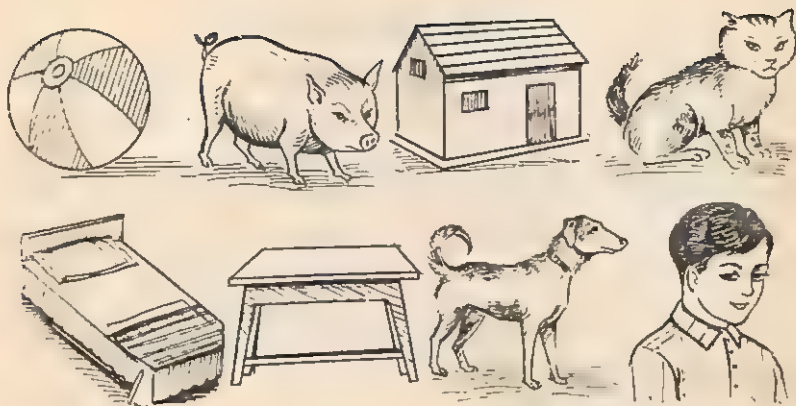
Comprehension.

Teacher Preparation

Place this on a large card. Have small squares on which are printed "Yes" and "No" in envelope which is attached.

Game Instructions

Child answers questions by using "Yes" and "No" cards.



	Yes	No
Do you see a dog jumping ?		
Do you see a ball ?		
Do you see a table ?		
Do you see a door ?		
Do you see a pig hopping ?		
Do you see a house walking ?		
Do you see a window ?		
Do you see a yellow dog ?		
Do you see a bed ?		
Do you see a chair ?		
Do you see tree ?		
Do you see a cat sitting ?		

Those Rainy Days

Children enjoy sharing viewmaster reels. Much is learned of children's experiences by observing the reels they bring. The reels are good to develop conversation among children. You may wish to purchase a viewmaster for your classroom and develop a small library of reels.

Turning Out the Stranger

Purpose

Visual discrimination.

To the Pupil

Check the word that is out of place :

1	2	3	4
Violet	camel	dresser	John
Pansy	lion	bed	Mary
Sweet pea	tomato	chair	New York
Plum	wolf	mirror	Paul
Rose	fox	butterfly	Frank

The Giant and the Prince

A child who has made the highest score in some previous game is selected to be the Prince. He stands in front of the room in the giant's castle. The other children stand in a row at the back of the room. The teacher has a stack of flash cards. On each card there is a number as well as a word. When a child recognises the word shown to him, he advances the number of steps indicated by the number on the card. The first child to reach the Prince rescues her from the giant.

The Picture Dictionary

The child or the teacher can make a scrap book that is indexed. Illustrations of pictures are prepared or cut from old magazines, primers, papers or advertisements. As soon as a word is learnt the child pastes on a proper page *e.g.*, if the word is "Automobile" a picture of an automobile is pasted on page 'A'. Later on the teacher may drill on words in the dictionary by giving the child small cards on which are printed the words that the child has learnt. The child has to find the picture that tells the story of 'Automobile' and place the word under the picture.

Using Magazines

Copies of *Children's Activities* in various magazines can be cut apart and the material classified as to subject matter and reading difficulty. It is surprising to see the use that can be made of these especially if a file is placed where children can use it.

Visual Memory Training

The child is given a picture to study. After the picture is studied for a minute, he reads the questions pertaining to it. He then answers the questions with "yes", "no" or "fully". This exercise may be done orally as well as silently.

Word Golf

Purpose

Word recognition.

Material

9 packs of 10 cards each (5 cm × 8 cm) to represent the 9 holes of a golf course. Words from the Primary

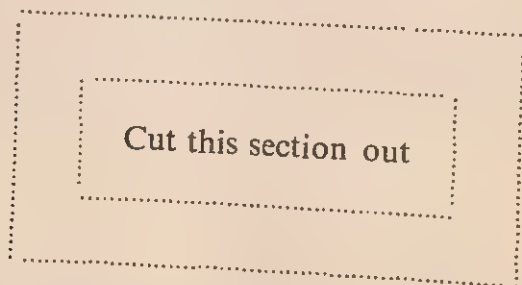
Remedial Reading Vocabulary List may be printed on these cards.

Procedure

One player and one scorekeeper play the game. The player takes pack I and holds the cards face down after shuffling them. He then takes a card from the top of the pack, plays it face up and reads it. If he cannot read it correctly, the scorekeeper marks all on his scoring sheet. The player continues to turn the cards face up and to read them. The number he has read incorrectly is his score for the first hole of the golf game. He continues in this manner through the 9 packs, trying to get as small a score as possible. The pupil may keep a chart of his golf game and in this way he can compare his scores and watch his progress.

Window Marker

If a child is experiencing difficulty in L to R eye movements despite use of a marker, make a *window marker*, for example :

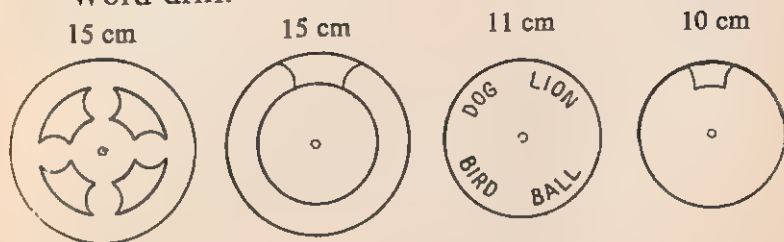


The child uses it like a regular marker, but lets the line of print show through the slot.

Word Picture Wheel

Specific Objective

Word drill.



Teacher Preparation

Four wheels are necessary for this plan. (Fasten in centre with heavy paper fastener.) The first 15 cm wheel has pictures, of appropriate class level, pasted on it. The second 15 cm wheel has only a groove cut out to the third wheel. The third wheel is 11 cm and has words printed on border edge. Both small and italicised words may be used. Under these words are pasted pictures corresponding to the word. These pictures on the 11 cm wheel should be smaller and are usually obtained from workbooks. The 10 cm wheel covers the pictures on the 11 cm wheel, leaving the words exposed. A door is cut in the 10 cm wheel to prevent seeing the picture before the word is matched to the picture on the 11 cm wheel. (Wheels are fastened together by a brad.)

Game Instructions

Child matches picture on bottom wheel to word on 11 cm wheel checking by opening the top wheel.

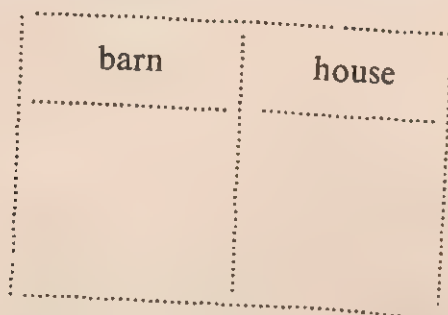
Where Do They Go ?

Specific Objective

Picture association.

Teacher Preparation

Use 22 cm by 12 cm chip board. Divide it into two columns. At the top of one column print *Barn* ; at the top of the other print *House*. In a separate envelope have pictures of things that belong to a house under the word house.

**Where Do We Get It ?***Specific Objective*

Comprehension.

Teacher Preparation

Teacher writes the questions (in manuscript) on heavy paper. A blank left at the end of the question, to be filled in with answers, which are on small cards written by the teacher.

Large card 27 cm by 35 cm Small ones 3 cm by 8 cm

Small card words

- | | | | |
|---------|----------|----------|-----------|
| 1. milk | 2. flour | 3. sugar | 4. wool |
| 5. cow | 6. wheat | 7. plant | 8. sheep. |

Game Instructions

Child completes statement with word card. Keep the small cards in an attached envelope.

Where Do We Get It ?

- | | |
|-------------------------|-------|
| 1. Butter is made from | Milk |
| 2. Bread is made from | |
| 3. Candy is made from | |
| 4. A coat is made of | |
| 5. We get milk from the | |
| 6. We get flour from | |
| 7. We get sugar from a | |
| 8. We get wool from | |

Words That Rhyme

Specific Objective

To develop an awareness of words that rhyme, and word drill.

Teacher Preparation

Make 11 cm by 30 cm cards out of chip board. Write words in a single column. In a separate envelope have small cards with words that rhyme.

Game Instructions

The child finds the word that rhymes, in the envelope, and places it beside the corresponding word on the card.

jump	
run	
walk	
hat	

Walking the Tight Rope

Stretch a piece of cord across the blackboard and make a cardboard clown with a loop on the back which can be attached to the cord. Tie a string to the clown's waist. Write words from the children's reading lesson across the board below the clown. A child makes the clown walk the tight rope by pulling him along and reading the words as he goes.

What is Your Trade ?

Purpose

Dramatization.

Two sides are chosen. One team of tradesmen pass into the hall and decide upon some story that is in their Reader and which they will attempt to represent in pantomime. Re-entering the room, the tradesmen stand in front of the remaining class, who are to do the guessing. The captain announces : "We are skilled tradesmen from New Delhi". The other captain says, "For what purpose have you come ?" "We have come to work for you." They proceed with action in pantomime. The guessers suggest the name of the trade. The one who guesses correctly may select some one of the tradesmen to join the guessers.

Word Building Race

A number of word families and some sets of consonants are placed in the envelopes. The envelopes are passed out to the children and the first child who correctly assembles all his words wins the race.

Word Meaning

The following device will motivate some dictionary drill thereby enriching the child's vocabulary and extend-

ing his comprehension of silent reading. Select sentences from your reading lesson that include words on which you wish to dwell. Write these on the board, underline the words you wish the class to look up in their dictionaries and supply synonyms. The pupils run a race to see who can supply the most substitutes.

The following is an example of such an exercise.

(a) Mahajan thought it would be *profitable* trading or fishing post.

1. Useful.
2. Paying.
3. Yielding.
4. Beneficial.

(b) Champlain was called to be one of the leaders of the *expedition*.

1. March.
2. Voyage.
3. Undertaking.
4. Enterprise.

Word Hospital

The teacher prepares list of letter combinations representing the word families thus far studied, as "ate", "ill", "ail". Each of these letter combinations appears in the list as many times as the teacher wishes, but the same combination should not appear twice in succession. At the bottom of the card is an envelope, in which there are many small cards, each bearing a consonant sound. The child then tries to find how many good words he

can make out of the sick families by placing the consonant sound (medicine) in front of the letters that represent the family.

Word Race

A chalk line is drawn on the floor of the class-room to represent the starting line. A second line is drawn parallel to the left and as many spaces away from it as there are words in the game. The spaces may also be marked off with chalk. Each player has a cardboard figure to represent him. The figures may be numbered or named by the player. All the players place their figures on the starting line. The teacher shows a flash card. If the first child can read it correctly, he is permitted to advance his figure one space. The child whose figure first crosses the goal line, is the winner.

This game can also be played by dividing the class into two opposite groups.

What is the Reference ?

Various types of reference books have been arranged below on the left hand column. In the second column is a brief description about the type of information found in the books but these are not in order. The children may be asked to place the number of the reference book in front of the description that goes with it, *e.g.*

- | | |
|------------------------|---|
| 1. Dictionary | 1. Definition of words. |
| 2. Encyclopaedia | 2. Facts about many subjects. |
| 3. Familiar quotations | 3. References to subjects in the new magazines. |
| 4. Who is who in India | 4. Short biographies of people. |

- | | |
|--|---|
| 5. Statistical Abstracts | 5. Official information about our government. |
| 6. World's almanac | 6. Important yearly records of many times. |
| 7. Readers' guide to periodical Literature | 7. The exact words of a famous saying. |

What Do You Know ?

Drill on the various types of information about the contents from the different units of sections of the book may be asked questions like,

What is the difference between an index and table of contents ?

What is an appendix ?

Does a novel have an index ?

Is there any difference between an introduction and a preface ?

**Basic Vocabulary
for
International Communication**

The words which account for one-fourth of all that we say :
And, be, have, I, it, me, of, the, will, you.

The words which make up nearly 50% of all the words used by adults in writing and speaking the English language :

a, about, all, are, as, at, but, can, came, day, dear, do, for, from, get, go, good, had, he, hear, her, if, in, is, letter, much, my, no, not, on, one, our, put, say, she, so, that, there, they, this, time, though, to, very, was, we, when, with, would, write, your, yours.

200 most used Nouns :

angle, ant, apple, arch, arm, army, baby, bag, ball, band, basin, basket, bath, bed, bee, bell, berry, bird, blade, board, boat, bone, book, boot, bottle, box, boy, brain, brake, branch, brick, bridge, brush, bucket, bulb, button, cake, camera, card, carriage, cat, chain, cheese, chest, chin, church, circle, clock, cloud, coat, collar, comb, cord, cow, cup, curtain, cushion, dog, door, drain, drawer, dress, drop, ear, egg, engine, eye, face, farm, feather, finger, fish, flag, floor, fly, foot, for, fowl, frame, garden, girl, glove, goat, gun, hair, hammer, hand, hat, head, heart, hook, home, horn, horse, hospital, house, island, jewel, kettle, key, knee, knife, knot, leaf,

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|--|---|
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a, about, all, are, as, at, but, can, came, day, dear, do, for, from, get, go, good, had, he, hear, her, if, in, is, letter, much, my, no, not, on, one, our, put, say, she, so, that, there, they, this, time, though, to, very, was, we, when, with, would, write, your, yours.

200 most used Nouns :

angle, ant, apple, arch, arm, army, baby, bag, ball, band, basin, basket, bath, bed, bee, bell, berry, bird, blade, board, boat, bone, book, boot, bottle, box, boy, brain, brake, branch, brick, bridge, brush, bucket, bulb, button, cake, camera, card, carriage, cat, chain, cheese, chest, chin, church, circle, clock, cloud, coat, collar, comb, cord, cow, cup, curtain, cushion, dog, door, drain, drawer, dress, drop, ear, egg, engine, eye, face, farm, feather, finger, fish, flag, floor, fly, foot, for, fowl, frame, garden, girl, glove, goat, gun, hair, hammer, hand, hat, head, heart, hook, home, horn, horse, hospital, house, island, jewel, kettle, key, knee, knife, knot, leaf,

leg, library, line, lip, lock, map, match, monkey, moon, mouth, muscle, nail, neck, needle, nerve, net, nose, nut, office, orange, oven, parcel, pen, pencil, picture, pig, pin, pipe, plane, plate, plough, pocket, pot, potato, prison, pump, rail, rat, receipt, ring, rod, roof, root, sail, school, scissors, screw, seed, sheep, shelf, ship, shirt, shoe, skin, skirt, snake, sock, spade, sponge, spoon, spring, square, stamp, star, station, stem, stick, stocking, stomach, stove, street, sun, table, tail, thread, throat, thumb, ticket, toe, tongue, tooth, town, train, tray, tree, trousers, umbrella, wall, watch, wheel, whip, whistle, window, wing, winter, wire, worn.

The most used "functional words" :

a, about, after, again, against, all, almost, among, and, any, as, at, be, because, before, between, but, by, come, do, down, east, enough, even, ever, every, far, for, forward, from, get, give, go, have, he, here, how, I, if, in, keep, let, little, make, may, much, near, go, north, not, now, of, off, as, only, or, other, out, over, please, put, quite, say, see, seem, send, so, some, south, still, such, take, than, that, the, then, there, this, though, through, till, to, together, tomorrow, under, up, very, well, west, when, where, while, who, why, with, yes, yesterday, you.

The most used "describing words" :

able, acid, angry, automatic, beautiful, black, boiling, bright, broken, brown, cheap, chemical, chief, clean, clear, common, complex, conscious, cut, deep, dependent, early, elastic, electric, equal, fat, fertile, first, fixed, flat, free, frequent, full, general, good, great, grey, hanging, happy, hard, healthy, high, hollow, important,

kind, like, living, long, male, married, material, medical, military, natural, necessary, new, normal, open, parallel, past, physical, political, poor, possible, present, private, probable, quick, quiet, ready, red, regular, responsible, right, round, same, second, separate, serious, sharp, smooth, sticky, stiff, straight, strong, sudden, sweet, tall, thick, tight, tired, true, violent, waiting, warm, wet, wide, wise, yellow, young.

Opposites :

awake, bad, bent, bitter, blue, certain, cold, complete, cruel, dark, dead, dear, delicate, different, dirty, dry, false, feeble, female, foolish, future, green, ill, last, late, left, loose, loud, low, mixed, narrow, old, opposite, public, rough, sad, safe, secret, shout, shut, simple, slow, small, soft, solid, special, strange, thin, white, wrong.

Nouns (General things) :

Account, act, addition, adjustment, advertisement, agreement, air, amount, amusement, animal, answer, apparatus, approval, argument, art, attack, attempt, attention, attraction, authority, back, balance, base, behaviour, belief, birth, bit, bite, blood, blow, body, brass, bread, breath, brother, building, burn, burst, business, butter, canvas, care, cause, chalk, chance, change, cloth, coal, colour, comfort, committee, company, comparison, competition, condition, connection, control, cook, copper, copy, cork, cotton, cough, country, cover, crack, credit, crime, crush, cry, current, curve, damage, danger, daughter, day, death, debt, decision, degree, design, desire, destruction, detail, development, digestion, direction, discovery, discussion, disease, disgust, distance,

distribution, division, doubt, drink, driving, dust, earth,
 edge, education, effect, end, error, event, example, ex-
 change, existence, expansion, experience, expert, fact,
 fall, family, father, fear, feeling, fiction, field, fight, fire,
 flame, flight, flowers, fold, food, force, foam, friend,
 front, fruit, glass, gold, government, grain, grass, grip,
 group, growth, guide, harbour, harmony, hate, hearing,
 heat, help, history, hole, hope, hour, humour, ice,
 idea, impulse, increase, industry, ink, insect, instrument,
 insurance, interest, invention, iron, jelly, join, journey,
 judge, jump, kick, kiss, knowledge, land, language,
 law, lead, learning, leather, letter, level, lift, light, limit,
 linen, liquid, list, look, loss, love, machine, man,
 manager, mark, market, mass, meal, measure, meat,
 meeting, memory, metal, middle, milk, mind, mine,
 minute, mist, money, month, morning, mother, motion,
 mountain, move, music, name, nation, need, news, night,
 noise, note, number, observation, offer, oil, operation,
 opinion, order, organisation, ornament, owner, page,
 pain, paint, paper, part, paste, payment, peace, person,
 place, plant, play, pleasure, point, poison, polish, poster,
 position, powder, power, price, print, process, produce,
 profit, property, prose, protest, pull, punishment, purpose,
 push, quality, question, rain, range, rate, ray, reaction,
 reading, reason, record, regret, relation, religious,
 representative, request, respect, rest, reward, rhythm,
 rice, river, road, roll, room, rob, rule, run, salt, sand,
 scale, science, sea, seat, secretary, selection, self, sense,
 servant, sex, shade, shake, shame, shock, side, sign, silk,
 silver, sister, size, sky, sleep, slip, slope, smart, smell,
 smile, smoke, sneeze, snow, soap, society, son, song,
 sound, soup, space, stage, start, statement, steam,

steep, step, stitch, stone, stop, story, stretch, structure,
substance, sugar, suggestion, summer, support, surprise,
swim, system, talk, taste, tax, teaching, tendency, test,
theory, thing, thought, thunder, time, tin, top, touch,
trade, transport, trick, trouble, turn, twist, unit, use,
value, verse, vessel, view, voice, walk, war, wash, waste,
water, wave, wax, way, weather, week, weight, wind,
wine, winter, woman, wood, wool, word, work, wound,
writing, year.

leg, library, line, lip, lock, map, match, monkey, moon, mouth, muscle, nail, neck, needle, nerve, net, nose, nut, office, orange, oven, parcel, pen, pencil, picture, pig, pin, pipe, plane, plate, plough, pocket, pot, potato, prison, pump, rail, rat, receipt, ring, rod, roof, root, sail, school, scissors, screw, seed, sheep, shelf, ship, shirt, shoe, skin, skirt, snake, sock, spade, sponge, spoon, spring, square, stamp, star, station, stem, stick, stocking, stomach, stove, street, sun, table, tail, thread, throat, thumb, ticket, toe, tongue, tooth, town, train, tray, tree, trousers, umbrella, wall, watch, wheel, whip, whistle, window, wing, winter, wire, worn.

The most used "functional words" :

a, about, after, again, against, all, almost, among, and, any, as, at, be, because, before, between, but, by, come, do, down, east, enough, even, ever, every, far, for, forward, from, get, give, go, have, he, here, how, I, if, in, keep, let, little, make, may, much, near, go, north, not, now, of, off, as, only, or, other, out, over, please, put, quite, say, see, seem, send, so, some, south, still, such, take, than, that, the, then, there, this, though, through, till, to, together, tomorrow, under, up, very, well, west, when, where, while, who, why, with, yes, yesterday, you.

The most used "describing words" :

able, acid, angry, automatic, beautiful, black, boiling, bright, broken, brown, cheap, chemical, chief, clean, clear, common, complex, conscious, cut, deep, dependent, early, elastic, electric, equal, fat, fertile, first, fixed, flat, free, frequent, full, general, good, great, grey, hanging, happy, hard, healthy, high, hollow, important,

kind, like, living, long, male, married, material, medical, military, natural, necessary, new, normal, open, parallel, past, physical, political, poor, possible, present, private, probable, quick, quiet, ready, red, regular, responsible, right, round, same, second, separate, serious, sharp, smooth, sticky, stiff, straight, strong, sudden, sweet, tall, thick, tight, tired, true, violent, waiting, warm, wet, wide, wise, yellow, young.

Opposites :

awake, bad, bent, bitter, blue, certain, cold, complete, cruel, dark, dead, dear, delicate, different, dirty, dry, false, feeble, female, foolish, future, green, ill, last, late, left, loose, loud, low, mixed, narrow, old, opposite, public, rough, sad, safe, secret, shout, shut, simple, slow, small, soft, solid, special, strange, thin, white, wrong.

Nouns (General things) :

Account, act, addition, adjustment, advertisement, agreement, air, amount, amusement, animal, answer, apparatus, approval, argument, art, attack, attempt, attention, attraction, authority, back, balance, base, behaviour, belief, birth, bit, bite, blood, blow, body, brass, bread, breath, brother, building, burn, burst, business, butter, canvas, care, cause, chalk, chance, change, cloth, coal, colour, comfort, committee, company, comparison, competition, condition, connection, control, cook, copper, copy, cork, cotton, cough, country, cover, crack, credit, crime, crush, cry, current, curve, damage, danger, daughter, day, death, debt, decision, degree, design, desire, destruction, detail, development, digestion, direction, discovery, discussion, disease, disgust, distance,

distribution, division, doubt, drink, driving, dust, earth,
 edge, education, effect, end, error, event, example, ex-
 change, existence, expansion, experience, expert, fact,
 fall, family, father, fear, feeling, fiction, field, fight, fire,
 flame, flight, flowers, fold, food, force, foam, friend,
 front, fruit, glass, gold, government, grain, grass, grip,
 group, growth, guide, harbour, harmony, hate, hearing,
 heat, help, history, hole, hope, hour, humour, ice,
 idea, impulse, increase, industry, ink, insect, instrument,
 insurance, interest, invention, iron, jelly, join, journey,
 judge, jump, kick, kiss, knowledge, land, language,
 law, lead, learning, leather, letter, level, lift, light, limit,
 linen, liquid, list, look, loss, love, machine, man,
 manager, mark, market, mass, meal, measure, meat,
 meeting, memory, metal, middle, milk, mind, mine,
 minute, mist, money, month, morning, mother, motion,
 mountain, move, music, name, nation, need, news, night,
 noise, note, number, observation, offer, oil, operation,
 opinion, order, organisation, ornament, owner, page,
 pain, paint, paper, part, paste, payment, peace, person,
 place, plant, play, pleasure, point, poison, polish, poster,
 position, powder, power, price, print, process, produce,
 profit, property, prose, protest, pull, punishment, purpose,
 push, quality, question, rain, range, rate, ray, reaction,
 reading, reason, record, regret, relation, religious,
 representative, request, respect, rest, reward, rhythm,
 rice, river, road, roll, room, rob, rule, run, salt, sand,
 scale, science, sea, seat, secretary, selection, self, sense,
 servant, sex, shade, shake, shame, shock, side, sign, silk,
 silver, sister, size, sky, sleep, slip, slope, smart, smell,
 smile, smoke, sneeze, snow, soap, society, son, song,
 sound, soup, space, stage, start, statement, steam,

steep, step, stitch, stone, stop, story, stretch, structure, substance, sugar, suggestion, summer, support, surprise, swim, system, talk, taste, tax, teaching, tendency, test, theory, thing, thought, thunder, time, tin, top, touch, trade, transport, trick, trouble, turn, twist, unit, use, value, verse, vessel, view, voice, walk, war, wash, waste, water, wave, wax, way, weather, week, weight, wind, wine, winter, woman, wood, wool, word, work, wound, writing, year.

